

# National Parent-Teacher

*The Official Magazine of the National Congress of Parents and Teachers*

MAY

15 CENTS



## *This Issue Contains*

DELINQUENT CHILDREN—  
WHOSE RESPONSIBILITY?

READY FOR THE MARCH

TO HAVE AND TO USE

A CONVOY OF BOOKS

**NPT QUIZ PROGRAM**

SCHOOL YOUTHPower  
IN THE WAR EFFORT

YOU CAN BE A  
LEND-LEASE PARENT

# *Objects* OF THE NATIONAL CONGRESS OF PARENTS AND TEACHERS

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**T**o promote the welfare of children and youth in home, school, church, and community.

**T**o raise the standards of home life.

**T**o secure adequate laws for the care and protection of children and youth.

**T**o bring into closer relation the home and the school that parents and teachers may cooperate intelligently in the training of the child.

**T**o develop between educators and the general public such united efforts as will secure for every child the highest advantages in physical, mental, social, and spiritual education.



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**NATIONAL PARENT-TEACHER**

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Congress of Parents and Teachers

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MEMBER OF THE





... For of such is the Kingdom of God



# *The President's Message*

## Fair Fields Ahead

**D**O YOU remember the cheery May baskets we prepared so happily when we were children? They were not filled with rare orchids. Their beauty was the beauty of the simple everyday flowers of garden and meadow and woods. So also it will not be our spectacular undertakings but our steady adherence to the everyday obligations we have as parents and citizens that will give Child Welfare Day this year a purposeful and effective accent.

As individuals and as a society we have been looking for the orchid type of service and the magic panacea. We have overlooked some very obvious and simple principles in dealing with childhood and youth.

Youth needs understanding, guidance, supervision, and experiences that prepare gradually for maturity. Growing-up time, as well as adulthood, is a period for making choices. The way in which those choices are made will not only cast the die of the individual's future but determine the future of the community and the nation.

**W**E have been concerned in May Days past for child health, both physical and mental. Perhaps the flower missing from that May basket in recent years is spiritual health. The Bible tells us that spiritual strength comes not to the hearer but to the doer of the word. We do what we deeply believe. That is why it is important to know what children believe is worthy and unworthy, fair and unfair. It is important for parents to know what meanings children attach to justice, tolerance, equality, and brotherhood, and whether they attribute due significance to the possession of the right to base their lives on and believe in these principles.

After whose attitudes and convictions do our children pattern their own? Do not our own habits of mind go a long way toward determining theirs? What kind of an example do we set them? These are all important questions to answer, for spiritual health is something we catch from others rather than something we learn from books and formulas.

These things are important to the world that is to be. Through the attitudes we develop in little children we shall write the prelude for the pages of history we are about to turn. These are times of suffering and tension, and the way we must take seems hard and steep. Yet we know that there are fair fields ahead of us. We know full well that we shall win our way there, as men in times of sorrow and stress have always done, through the reawakening and revitalizing of our spiritual life.

*Virginia Kleber*

President,

*National Congress of Parents and Teachers*





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# Delinquent *Children* — *Whose* Responsibility?

**D**O YOU know whether there has been an increase in juvenile delinquency in your community since the outbreak of war? Many communities throughout the nation report a marked increase. Can this happen in your city, your town, your village? You can answer this question only if you and your community leaders

have some understanding of the causes of delinquency upon which you can base a program for protection.

Please don't leave this article for the unknown "someone else" to read. True, you probably do not need to fear for your own children, for you know that your love and your vital, unselfish interest in them have immunized them against the demoralizing effects of war. But unless you do concern yourself with what your community is doing to fulfill the unmet needs of boys and girls deprived of parental care and guidance, you are not living up to the responsibility that your knowledge and ability place upon you. Your social conscience is needed now as never before. War affects the lives of all children in some way, but it is a particularly harmful and demoralizing influence in the lives of children whose families have been unable to give them their full heritage of security.

Suppose you heard that there was an epidemic of smallpox in a neighboring town. You would immediately want to be certain that every child and adult in your own town had been immunized. And if some unfortunate individuals who were not

**W**AR and epidemics have always gone together. Not all the epidemics bring physical disease. Today, with families being broken up and family standards in too many cases relaxed or abandoned, American children and their parents confront the menace of a nation-wide scourge of juvenile delinquency. This must be prevented at all costs. We cannot set so cheap a value upon tomorrow's citizens as to neglect them in their hour of greatest need. This article explains that need and the part the American community can play in supplying it even in wartime.

## MARTHA W. MAC DONALD, M.D.

protected against the disease did take it, you would be active in securing medical attention for them. Would your activity be initiated by your conscience, or by fear—fear for the welfare of your own loved ones? In such a case you could protect the health of your loved ones only as you protected the public health. The same principle applies to delinquency and crime.

### Delinquency Is a Disease

THE DELINQUENT child is not a bad child. His behavior is bad, but he himself is sick. He may be sick in body, in mind, or in spirit. When a child is spiritually sick, it is often because his growing character has been undernourished. Just as the growing body needs nourishing foods and vitamins, so the developing character and personality of a child need the love and guidance of understanding parents. Scientists who have spent a lifetime studying human behavior and misbehavior tell us that our ability to control and direct our actions in accordance with the standards of society depends upon maintaining a delicate balance between what we get from others and what we give to others.

From babyhood on we are continually buying and selling, not with gold or silver but with human emotions, feelings of love, hate, pride, shame, joy, and sorrow. Watch a young baby and you will see him learning very quickly to bargain with his mother so that she will feed him when he is hungry and cuddle him when he is frightened. To the comfort and love he receives he responds with affection.

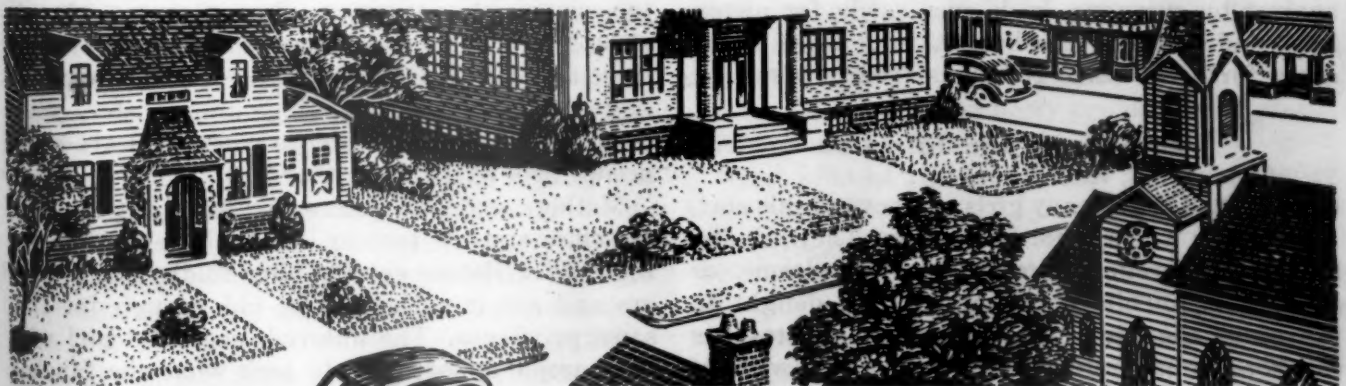
But, later on, he learns that his mother does not always comfort him. Sometimes she deprives him of food when he is hungry and tries to feed him when he is not. She insists that he keep himself clean, often long before he is ready for such control. She curbs his curiosity and his unbounded energy in exploring the world about him.



Life imposes many restrictions, and the child must suffer many deprivations before he learns to conform to the social standard that requires him to give up doing whatever pleases him regardless of anything else.

This is a real sacrifice for a small child, and no child can be thwarted in this way and still grow up to be a lovable person unless the mother who trains him does so with gentleness, patience, and love. A mother's love is very precious to her child. When the little one feels secure in her affection and when she is reasonable in the demands she makes and the restrictions she enforces, he usually becomes a child easy to train.

As he grows older, other people make demands on him. Father, brothers, sisters, relatives, and persons altogether outside the family assume an authoritative role toward him. Soon he is old enough to go to school, where he becomes one of a large group and encounters many new rules and





regulations. Here, too, he bargains according to the pattern he has established. If he has been cheated out of a secure place in his life at home, he is not likely to expect honesty and fair play either from his teachers or from any of the other people with whom he comes in contact. He is accustomed to being hurt in one way or another at home, and so he expects the same treatment from every new adult he meets.

This kind of child does not accept adult standards of behavior; he distrusts them. He does not want to be like adults whom he does not love. In time he loses the capacity to love, and when that happens we think of him as unresponsive, self-centered, hardened. This child is different from your child, who unconsciously copies your little mannerisms and your attitudes and will in time accept your standards of social conduct. Your child does this because he loves you. When we love people, it is easier to deny ourselves certain pleasures to safeguard their love and their approval of us. But the unloved child soon wearies of trying to win love from unresponsive adults.

Since the instinctive urge for human companionship is strong, the preadolescent child neglected by his family turns to his own age group. Filled with resentment and distrust, he singles out for friends rebellious children, like himself, who are searching for stimulating adventure that defies authority—truancy, stealing, or destruction of property. If he succeeds in his exploits he wins the praise of the group, and this eases his hurt in being unrecognized at home and at school. His conscience does not trouble him, for his is not the conscience produced by a good parent; it is the conscience produced by his image of a punishing, unjust, or selfish and uninterested father or mother.

As his illness advances, he gets more and more pleasure out of deceiving and getting back at persons who represent authority, both at school and in the community. Neglect or criticism at school reinforces his feeling of being unjustly discriminated against. It is easy to see why this child finds it more and more difficult to be accepted; since he expects to be neglected and discriminated against by everyone, he is ever ready for anger, hate, and destructive behavior. And these things draw forth the same reactions from others.

### War Spreads the Infection

**T**EACHERS know many girls and boys of this sort, children who are not easy to like. They are disagreeable, unreliable, resentful, quarrelsome, or sullen. Such children often seem to delight in provoking the adult to punish them. No teacher can hope to understand children like this without

knowing something of their experiences within their own families. Knowledge of their home life will often show them to be hungry, perhaps even starving, for parental warmth and understanding.

Too many children have always been unloved and neglected. But do you realize that as a result of the war good parents, without either knowledge or intent, are curtailing the spiritual food their children need to build strong minds and characters? Fathers and big brothers are going into the armed forces. Teachers and church and club leaders are going to war, too. Yet ideals are



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molded upon the personalities we admire. No child can manufacture an ideal for himself—either the family must supply it, or the community, through school, church, or club, must substitute for the family.

Fathers who stay at home can serve the community by giving some small part of their time to organized activities—Boy Scouts, church groups, or agency endeavors. Fathers, don't wait to be asked by someone; volunteer your services! Ask your school principal, your minister, your local office of civilian defense where you are most needed as a part-time father.

Mothers and big sisters are leaving home for the office and the factory. Preadolescent girls see their older sisters entertaining soldiers and sailors and are impatient to be old enough for the same privileges. The unloved, neglected girl will have ample opportunity to seek what she fancies



are affection and appreciation from the millions of lonely, restless men in the armed forces. But, lacking adequate supervision and guidance, an immature, unstable girl cannot judge the dangers involved and may be disillusioned too late.

The adolescent is characteristically disturbed by increased physiological urges. Even under the best possible circumstances he has difficulty in struggling for mastery over body and soul. But in wartime, when values change, he loses the support of public opinion and his own better judgment. He argues now, "Why should I deny myself any pleasure? This may be my last chance." The boy believes he will be in service very soon, and the girl fears she will never again have a chance to win male companionship or admiration. Under the pressure of fear lest their desires fail of fulfillment, these young people need guidance and help from those who are more mature and experienced in meeting such vital frustrations. They cannot be expected to meet these problems alone.

Where in your community can young people secure understanding counsel? Is youth protected from itself in the places where it seeks enjoyment and relaxation from emotional tension? What kind of commercial entertainment is available? Are your churches reaching out into the streets and the various places where children and young people gather? Are they offering boys and girls opportunity for stimulating interests and activities? If not, there are wide fields of service open to anyone interested in youth welfare.

### The Search for a Status

WAR challenges the productivity of all—even of children, who are eager to prove their personal worth. They want to work now—to do a man's work and get a man's pay. This is, in part, their protest against being considered smaller and less capable. Children who find school boring are going to find plenty of opportunity to go to work and earn good money. But the child who has not learned the use and value of money cannot be expected to save or to spend wisely. In some instances money will buy cheap and dangerous entertainment. Schools and community agencies need to be watchful of the girls and boys who are working after school or leaving school to go to work. Although some children of limited capacities, who make little progress in school, may find a better opportunity in employment to develop the skills they have, the majority of the young workers will be handicapped and exploited.

Children of all ages are subjected in wartime to an increased number of the experiences that make for delinquency. They may suffer from parental neglect, from relaxed supervision, from

exposure to tension-producing recreation, and particularly from a pseudo-maturity that encourages them to believe they are more nearly grown up than their ages warrant. War intensifies a hundredfold the normal needs of all children. It logically follows that every community that improves the quality of care it gives to all children will decrease its delinquency rate.

But there is urgent need for you parents and teachers to be watchful over a particular type of boy or girl. This is the child who has been or is being denied affection, recognition, and opportunity for satisfying productivity. This is the child who is most susceptible to the dangers of delinquency in wartime.

### Give Them a Chance

WHAT special services does your community offer the child whose conduct has already labeled him as delinquent? What do you know about your juvenile court—its personnel and administration? What diagnostic and treatment facilities are available for children who need study and care? To what extent has the war stripped your community of such services? What are the next best services that can be substituted for the duration? It is just as important for the child and for your community that you know about these professional services as it is for you to know that diphtheria is a preventable disease.

Do you know whether your community is doing everything possible to immunize all children against delinquency?

What kind of community health service is available to all mothers and children?

What private or public agencies give case-work service to children and families?

What service is available to children of working mothers?

What service does your school supply for understanding individual children and helping the teacher to adjust the school program to the child's needs? Does your school have a visiting teacher?

To what extent does your school reach out into the community? Does your school find time to cooperate with community agencies? Is your school educating children for the kind of life they will enter when they leave school?

How does your community protect young workers from exploitation?

What kind of recreation does your community make available to youth? Is it the kind that is both satisfying and protective?

For your information, the Children's Bureau is now preparing a bulletin on juvenile delinquency, which will be available in June. This bulletin will be a guide to community responsibility.



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## To Have *and* To Use

range of our human selfhood; to make it possible for us to exercise more of our human powers than anyone can use who has no equipment beyond his own body.

### Knowing Property for What It Is

OUR American unity is being torn to shreds, these days, by questions that have to do with property: the ownership of it and the lack of it. These questions seem apallingly complex. Our whole economic system seems, often, beyond our power to understand or control. We do not know where to begin. Not feeling that we are masters of our own destiny, we live with an inner fear that some disaster we can neither anticipate nor prevent will suddenly wreck our hopes. Afraid, we try to safeguard ourselves by a more and more desperate effort to build a bulwark of property between ourselves and disaster—and in the process, as often as not, simply add to the general confusion and sense of insecurity.

Yet this is a democracy—and we are the people. Whatever system is eventually worked out will have to be in line with the values we uphold. We, in simple words, with direct reference to what we have seen and experienced, can declare the part we want property to play in human affairs—and the part we want it never to have a chance to play. Arguments about income levels and private property have a way of turning into ugly arguments—angry, partisan, couched in terms of exploitation and class struggle. Yet any one of us can do

I WENT to the hall closet this morning to get something I had stored on an upper shelf. Even on tiptoe I could do no more than touch the tantalizing edge of the package. Standing there, I remembered the old fable of the fox and the grapes: the fox that jumped and jumped to reach a bunch of grapes and, failing, went off muttering to himself that they were sour anyway. Happily for me, however, I was born a human being, not a fox. So I went and got my kitchen ladder.

A trivial incident. But the point is that we human beings are not only as big as our structure of skin and bone. We are as big as we are made by what we own and use. If I had not had a ladder, I could have stood on a chair or a box. But with nothing at all on which to stand, and no way of getting anything, I should have been no better off than the proverbial fox.

This may seem a roundabout way to go at the subject of what we, as free individuals in a free society, have a right to expect and want for ourselves in the way of private property. But often, it seems, we collect property and use property—and plan to collect more and more, and use more and more—without ever once stopping to think what real part it plays in our human experience. The function of property—of all the endless things we buy and make and want—is to extend the



## BONARO W. OVERSTREET

much, if he will, to inject into these arguments a different temper. He can refuse to talk in terms of "isms."

A small boy yearns for a scooter. His fourteen-year-old sister wants a diary with a lock and key. His older brother spends his evenings poring over photography magazines. He has an errand-running job that will soon, he hopes, let him save enough to get an enlarger. His mother and father, buying war bonds each payday, talk of the home they will build with these bonds when the war is over. Each member of the family, in short, wants something that will extend his experience.

We have talked much of our American faith in freedom of speech and belief. We have not talked enough about our faith in the right of individuals to choose and use what will give them a unique outlet for their powers and desires. Yet surely this, too, is a basic American faith. We do not think it strange that one person, given a little financial leeway, will buy an album of phonograph records, while another buys tickets to a baseball game. Even when people have seemed, in their wanting and spending, to be stupid, improvident, shortsighted, lacking in taste, we have still thought it better for them to make their own choices.

It is interesting to think how intimately physical things are tied up with our dearest images of American life. Consider the country musician with his fiddle, the frontiersman with his long rifle, the New England housewife with her gleaming pewter, the small boy with his fishing pole, the amateur radio engineer tinkering with his crystal set, the housewife hanging fresh curtains at her kitchen windows, the young girl packing her trunk to start off to college. People with individual wishes and powers and slants on life, and with the companionable things they have needed to realize their wishes and powers—these have been our American people at their best.

### How Ugliness Enters the Picture

**I**F WE deeply feel this drama of property—feel it because of what it has meant in our own lives—we are better equipped to work out a philosophy of ownership for ourselves and our beloved society than we can otherwise hope to be. To have things at our disposal to use as we wish and need is to escape in some measure the physical limitations of the human body; that body which, unaided, must leave undone so many things of which mind and spirit are capable. In this fact lies the

fundamental relationship between people and the material world they inhabit. Under what conditions does this relationship go wrong?

It goes wrong if we make property an end in itself. No human type has seemed more contemptible than the miser—the person who counts and recounts his money, gloating over it in secret, but who will not use it for those goods and experiences that might enrich his own personality and the lives of people around him.

The relationship goes wrong, again, if we own so much more than the people around us—and they so much less than they really need—that we are able to buy things that, in a free society, ought never to be for sale; if we are able, for example, to make others so dependent upon us for their bare livelihood that they dare not disagree with us even when we are in the wrong; if our wealth



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**W**HAT is property? Why do we desire it? Do we think of it as something to plume ourselves upon, something that gives us an advantage over people who are less fortunate than ourselves? Or do we regard it in its true significance, as something that, rightly used, can enlarge life and ennoble personality? For the "quality person" living in a free society there are no two opinions as to which attitude is desirable and right. Wherever quality standards are maintained, this distinction is a true criterion of genuine worth.

exerts a power and commands a respectful attention to which our level of personal insight and wisdom and human generosity would never entitle us. The things we own are, in short, supposed to give us a chance to grow in ways not possible without them. If, instead, they are used as easy substitutes for growth, they become a source of spiritual sterility.

The relationship goes wrong, in the third place, if our access to things is so easy that we can want and want, and get and get, without ever having to practice self-control and resourcefulness. To return to the boy who wants equipment for enlarging his own photographs: It would probably be good for him to have his enlarger. It would stimulate his powers of observation, his good taste, and his appreciation of the beautiful and well designed. But it would not be good for that boy to be able to buy his enlarger one day and, with a bored shrug of the shoulders, turn his interest in another direction the next day. It is good, again, for the young girl going off to college to have the right sort of clothes to pack pridefully in her trunk. But it would not be good for her to be able at any momentary whim to buy and discard dress after dress. For property must never be made a substitute for personal qualities—for wisdom, mental integrity, self-control, resourcefulness, and the power to make and hold long-range plans.

The relationship is broken, again, if we buy what we buy with reference to what the neighbors will think. The person who tries by this means to make himself secure or popular becomes more and more involved in the competitive game of ownership. When many people within a society are thus nervously engaged in keeping up with somebody else, the whole society begins to seem hectic, unstable, ugly with competitive angers and animosities and jealousies.

In the fifth place, the relationship is broken if people earn their living—or, much worse, their luxury—by doing work they cannot respect. In such cases, property does not broaden and deepen personality. Rather, it makes for self-contempt, loss of integrity, and cynicism.

Finally, the relationship is broken if people are too desperately poor to have those normal, healthy outlets for personality that go with an adequate ownership of things. Those who are comfortable themselves often urge the poor to be sturdy and resourceful. But they overlook the fact that even resourcefulness cannot be practiced without resources. A mother may be ever so willing to make and remake her children's clothes—to turn them and dye them and let the hems down and the seams out; but she cannot do so unless she has the clothes to work on. She may be ever so willing to grapple with the everlasting problem of feeding her

family on a too-small budget; but not even the most careful planning will conjure food out of thin air.

That is the private side of poverty. But there is also the public side. If our country continues to be one in which millions of people struggle along on the precarious edge of want, it will inevitably be a country enriched by only a fraction of the latent powers of its people. Knowing this, we cannot afford to allow millions to live and die without ever having a chance to relax from the gruelling, planless, dreamless job of just staying alive.

### Being Clear About Our Standards

FOR TWO apparent reasons we have not brought to our support of democracy any clearcut notion of the part that property should play in life.

For one thing, we have talked of wealth and poverty, for the most part, in abstract terms. We have not learned to talk of them in terms of human experience and growth, hope and disappointment. Hence we have never really felt the intimate importance of the problems we talk about.

Secondly, we have not, in our personal lives, cultivated a mature art of using property. Living in the most productive society on earth, surrounded by things and more things, we have simply wanted and wanted. Things accumulated without plan or taste have created so great a confusion that we have lost sight of the basic service that things can render to human growth. We are all at odds with ourselves.

I was in a home the other day where a mother was telling me of her small son's growing interest in books. Wisely she has provided him with a bookshelf of his own; and she plans, for his next birthday, to give him book plates with his name on them. Here is a natural, happy relationship between a boy and his cherished property—for each book on his shelf has been lovingly read and reread. As I talked with her, I remembered another home where I once stood in a luxurious living room and spoke my admiration of the shelves of fine leather-bound books. "Oh," said their owner. "Oh, yes, of course. I'm not much of a reader, but they were the decorator's idea . . . and they do look well."

Property for use and property for show; property as a chance for growth and property as a substitute for growth; property for the sake of human wisdom and property for the sake of power over others: In a world confused between these opposing values, each of us has to discover where he himself stands. But there is no doubt what his choice must be if he is to move in the company of those who are quality people for a free society



# NPT QUIZ PROGRAM

**T**HIS quiz program comes to you through the facilities of the *National Parent-Teacher*, broadcasting from Station HOME. The questions here dealt with are among the many that come repeatedly to the notice of the Magazine's editors.

*On all sides nowadays we hear how important it is to give our children spiritual training and direction. I have always taken so much comfort in thinking of the love and protection of God that I should like to know how to convey this sense of comfort to my children.*

**I**F A parent has always taken comfort in thinking of the love and protection of a Higher Power, it is fairly safe to assume that that parent has already begun to convey his sense of comfort to his children. Children are extremely responsive to example, perhaps more in this field than in any other.

The practice of teaching children to repeat prayers regularly is almost universal. The thoughtful parent, however, will take pains to see that the child's prayers are not of the perfunctory, "pennies-from-heaven" type. The child should think of prayer as "talking to God" and should learn very early to ask for spiritual benefits rather than material things. The feeling of gratitude for all blessings should be especially encouraged.

One of the most profound influences in building up a satisfactory spiritual outlook is a happy and gracious family life. Courtesy and consideration are powerful magnets, drawing the child's aspirations steadily upward. If a child sees his father and mother always thoughtful of each other, affectionate and kind toward himself, cordial to the neighbors, and reverent toward God, he can scarcely fail to develop in the right direction.

The beauties of nature—the miraculous intricacy of leaf and flower and snowflake, the majesty of sunlight and storm, the calm of twilight and the star-filled night—are potent developers of the spiritual powers. Children who have had their attention called, from their earliest years, to such things as these, and who at the same time have been taught reverence by precept and example, will not fail to make their own associations and to grow in spiritual stature as

a result. Such growth is natural as life itself.

Another important contributor to the child's spiritual life is love of country. Our national situation today affords a supremely valuable opportunity for inducing high spiritual concepts, especially in children old enough to have a real understanding of the issues of the war and the meaning of democracy. The ideal of human brotherhood is the very flower and fruit of all



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religion and of all spiritual growth. Very young children can grasp this idea to some extent, if it is offered them in a simplified form to apply to their brothers and sisters and playmates and if they see nothing to contradict it in the daily lives of their parents. Prejudice, intolerance, and hatred of other classes or groups of people are hard to conceal from children. We cannot hope to give them a true conception either of human brother-

hood or of spiritual life if we are not careful to rid ourselves of our personal hindrances in these directions.

*My son, nine years old, has never shown any sex curiosity in any form. Is this normal? If not, what can be done about it?*

THE FIRST thing to make sure of is whether your little boy has actually never shown any sex curiosity, or whether he has simply never shown any to you. Many children who do not commit themselves on this subject to either of their parents are actually quite well informed—and too often, unfortunately, wrongly informed—by others.

Sex curiosity is entirely normal, but it would be going too far to say that absence of sex curiosity, especially in a boy nine years old, is abnormal. Some children are interested in a number of different ideas and activities that intrigue them more deeply than does this particular question, and such children may be actually almost without curiosity or interest in sex.

It is generally admitted nowadays, however, that every child needs certain information on this subject, and needs it before he is exposed to the possibility of being unwholesomely informed. In the absence of all curiosity and of the eager questions that usually open the way for fathers and mothers to begin their children's training, it may be well for you to open the subject when occasion offers. Care should be taken, if this is done, not to drag the subject up by the scruff of the neck, so to speak; it should come up naturally in the course of conversation or be postponed until it can do so. Any other approach tends to over-emphasize the importance of the communication, causing the child to dwell upon it more than is desirable.

Any display of embarrassment on the part of the parent giving the instruction is bad, for the same reason. The teaching of sex facts should not differ in manner from the teaching of facts of any other kind. If it does, it may do serious harm.

It is entirely possible for parents to obtain and to hold their children's confidence in these matters from earliest childhood to the final years of adolescence; and it is, of course, the ideal situation. If for any reason, however, the parents are not able to deal with the matter casually and without embarrassment, it is best to commit the training of the children to some responsible person who can so handle it.

*My thirteen-year-old daughter has had a keen disappointment. A friend of her own age, whom she loved and trusted, has been unkind to her, and she tends to brood over the matter instead of forgetting it and going on to something else. What can I do?*

ASSUMING that the unkindness was real and unprovoked, the first thing to do is to make sure that the hurt will not result in suppression of the child's affectionate impulses toward others. This can best be done by minimizing the resentment felt toward the offender and encouraging the children to "make up" if possible. Too many parents in a situation of this kind tend rather to stress feelings of pride and retaliation. "Very well," they say, "if that's all she thinks of you, you're better off without her." These words, a mere echo of what the hurt child's injured feelings are already telling her, are cold comfort and may prolong her resentment to such an extent that she will not only reject the friend who has hurt her but be constantly on her guard against any other friends she may acquire in the future. To grow to adulthood with a chip on one's shoulder is not a thing to be desired.

It is a great deal better to point out that many an unkindness is the result of impulse rather than intention; that it may have been due to illness, to worry, or to emotional strain over something entirely unrelated to the friendship. It may help to recall instances when the injured one herself has spoken hastily under stress or neglected some little attention that was due to a member of the family or a friend. This approach helps to develop the sense of justice.

Should the injury be a really serious one and no reconciliation seem possible—though this should be and is a rare state of affairs at the age of thirteen—an effort should still be made to get rid of the festering sore of resentment. Resentment cannot be harbored without harm. The little girl should be frankly told, in such a case, that disappointments of this type happen to everyone, and that

the kindest thing to assume is that the offender simply has not grown up enough—is not a "big enough girl" yet—to realize how unkind she actually was. Emphasis should be laid on the danger of generalizing, of saying, "Well, if that's what friends do to you, I don't want any more." To allow a child's emotions to become fixed in an attitude of suspicion and hostility is inexcusable. Many a personality has been warped for life by some such experience.



*My twelve-year-old son feels that I do not trust him because I employ someone to stay with him and his younger brother when my husband and I go out in the evening. He feels that he is old enough to look after himself and his brother. I do not feel at ease unless there is an older person in the house.*

PERHAPS this boy has not enough responsibility in other directions. He is reaching the age when responsibility is necessary to his proper development. Has he daytime duties in addition to his school work—tasks about the house or in the community—for which he alone is accountable? He may be seizing upon the chance to look after his younger brother in the evening as a substitute for other and more suitable responsibilities that would give him the same satisfaction, the same sense of filling a significant place of his own in the life of the family and the community.

He may be quite right in thinking that he is able to take care of his little brother under ordinary circumstances. But he is also old enough to understand that an emergency may arise in which adult thinking will be needed. He may actually be as intelligent as the person brought in to take

charge of the house, or even more intelligent; but his mere lack of experience would tell against him in any real crisis.

The probability is that he would not feel his mother's decision to be an evidence of distrust if he had reason to be sure of her confidence in other respects. Parents often fail to alter their treatment of the growing child, attempting to handle the five-year-old and the twelve-year-old in almost exactly the same manner. Yet a little thought will at once reveal the uselessness of hoping for good results under such an unreasonable system. It requires a fine sense of balance and proportion to determine the boundary line between freedom and license—to decide just how much self-government can be accorded the child at a given age—but the effort to attain this ability is worth making at any cost of time, temper, and patience.

There is another element in this problem that should be emphasized—the boy's sense of guardianship over his younger brother, which needs to be fostered and preserved. He may certainly be made responsible for the smaller boy for short periods in the daytime and under suitable circumstances, and, as he proves himself capable, his responsibility may be increased.



## GRANDFATHER AND BOY

The grandfather was seventy, with brown red hair circling a bald spot; round Dutch face and eyes that twinkled like sun on running water; the boy and the old man walked the fields together; they picked stones and threw them on the stoneboat; they went after the cows; they planted corn rolled in tar and flour to discourage the crows; they hoed the corn in season; the crows flew cawing overhead: "Those are our black chickens," the grandfather said.

When the old man died, the boy often dreamed he was alive again, and awoke, and cried, knowing him gone.

Long years afterward the boy grown man had forgotten the early years, until at the village store he heard the hunters talking, and one mentioned the grandfather. "Never would let us shoot a crow on his farm," the hunter said. "Called 'em his chickens."

And the years swung back over the boy. He felt a gnarled hand curled over his.

—FRED LAPE



## Who paid

**W**E weren't so badly off back in Plum Springs. We didn't shift clothing with the seasons as we do today, but we had clothes. We had ample food—in quantity, at least. We got along.

But we didn't have much money! I don't suppose any boy in the Old Plum Springs school will ever forget the time Fred Miller casually exhibited two bright and shining silver dollars.

We traveled a narrow radius in those old days. There were school and Sunday school, an occasional "all-day basket meeting," and at long intervals a trip to Bowling Green. But once, in order to go to the County Fair, I burgeoned out in maneuvers that would have given pause to a full-fledged robber baron, whatever that is.



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It was the year Miss Meta Lucas taught the school. Rain fell in torrents one day at noon recess, driving us pell-mell into the schoolroom. Miss Lucas had been to the fair the season before, and apparently it was still fresh in her memory. She told us, with some vividness, of the great crowd of people there, of the fine livestock, of the exhibit of home-canned fruits and vegetables and home-made things generally, and of the thrilling trotting races in the afternoon.

"How much does it cost to get in?" asked Harry Vernon, who was a pragmatist.

"A quarter," answered Miss Lucas, apparently unconscious that she was mentioning a great sum.

I asked my parents that night whether I might go to the fair if by my own efforts I made the financial provision therefor. They were willing, and my first adventure into the realm of high finance opened the next day with an amazing piece of luck.

We had mail three times a week, and the next day was mail day. I have always had an itch for mail, so I ate hurriedly and ran across to the store. In the front left corner were twenty-three pigeon-holes, labeled with all the letters of the alphabet except Q, and X, and Z.

There were no letters in the C box; only the weekly *TIMES JOURNAL* from Bowling Green. Mr. Spalding handed me the paper. Then he started back to the area about the inert pot-bellied stove reserved for the store's social activities, where Old Man Madison Elkin waited for him with a checkerboard on his lap. But my good angel slowed Mr. Spalding's hurry a bit. He picked a letter up from his desk.

"Want to get a premium, Alfred?" he asked.

I indicated an affirmative attitude.

"Then take this and do what it says. I ain't got the time and I'm too busy besides."

I couldn't make sense out of the thing at first, but after awhile I did. It was from a well-known patent medicine company, and it wanted a list of all the adults who got mail at the post office—the sort of thing inelegantly referred to nowadays as a sucker list. As a token of its appreciation for the trouble of compiling the list the company would send a magnificent watch, absolutely free.

A watch! My heart started making sounds like the drum in a country band. I filled in that blank, and I missed no names. Bob Stiles was going to Bowling Green the next day, and I got him to take the list there and mail it.



# your way to the county fair?

A week later my watch came. It was a thing of beauty. It was bright and shiny and it kept reasonably good time. In sheer audibility it probably outranked any other watch ever made.

My watch did not go unnoticed the first day I took it to school. In fact, at the noon recess Miss Lucas delicately but firmly suggested that if I would keep myself a little less posted on the time and a little more on arithmetic, it would be better for me. From that time on I kept the watch in my pocket during "books." But I could listen to it tick! And at recess all of my schoolmates' attention was focused on it.

It hypnotized Harry Vernon. Even a casual observer would have known that he would never be happy till he had a watch of his own. He wanted to know, again and again, what I would take for it. I told him a dollar. But the moment I said it I knew that that watch was worth more to me than any dollar.

Suddenly my young mind gave a great leap. If I had two watches!—Penn's Chapel! That was the name of the nearest post office outside of Plum Springs. Would the patent medicine people want the names of the patrons of Penn's Chapel?

It seemed that they definitely would. They sent me a blank for the Penn's Chapel list, and ten days later I had another watch.

AT MORNING recess there was considerable talk of the fair. Fred Miller was going, of course. Frank Drake was going too. A man had owed his father two dollars, long considered uncollectible. But Frank had actually collected it, and his father had given him one of the dollars. Frank Spalding was going. He didn't tell us where he got the money, but we knew Frank. Whenever the need for money was imperative he had it. He never spent all that was available. Will Finn was going. He had helped roast the mutton for a Boiling Springs barbecue, so he, in his phrase, had "six bits in his jeans." I was going, too, though I didn't yet see how.

"Like to look at a good watch?" I inquired, trying to speak nonchalantly. They stared.

"I'd buy that watch," said Harry Vernon, "if I had some money."

"It'd take a gold mine to buy that watch." Thus modestly I indicated my indifference.

I had not brought my newer watch to school, nor had I told of its existence, since to do so would have been to dilute the desirability and sales val-

**C**OULD a better treat be offered, in these days of trouble and turmoil, than a trip to the County Fair from Old Plum Springs? Surely not, when to the trip itself is added the thrill of a complete career in finance ending in the satisfying realization that "enough is as good as a feast." Readers of former Plum Springs sagas know that when this author takes pen in hand frustration takes a holiday.

ue of the one I hoped to sell to Harry Vernon.

"How about me trading you a pig for that watch?" Harry asked on the way home that day.

"What'd I want with a pig?"

"You can sell it for money."

"All right. You sell that pig for money yourself and I'll talk business."

"If I could get that pig to town no telling how much money it'd bring."

"How'd I get it to—" I stopped suddenly, memory opening into precious bloom. Had I not heard Ambrose Finn, only the evening before, say to my father that he'd like to buy a pig? He had, it seemed, a surplus of milk, and he wished to fatten a pig with it. He had the money to pay for a pig.

"How big is your pig?" I asked.

"It's a big one," he said earnestly. "It's a full-blooded pig. It's five weeks old."

"How much will it weigh?"

"A lot. It's a terrible big pig for its age."

"I bet it's a runt."

"That pig!" Harry choked with indignation. "I tell you what I'll do. I'll bring that pig over to your house just as soon as I can go home and get it. If you don't like it you don't have to trade."

Well, Harry came just before sundown, bringing his pig in a sack. It was a nice-looking pig, and I traded him my spare watch for it. But I did hold out till I got his Russell Barlow knife to boot.

I got Ambrose Finn up the next morning. The spirit of trading had really entered into me: Instead of a dollar, I got a dollar and a quarter for the pig, and the next day at recess I sold the knife to Frank Spalding for twenty-eight cents.

That day some men plastered the side of Mr. Gray's blacksmith shop with a great poster about the magnificent county fair, whose various and varied attractions two weeks from date would cause the eyes of all beholders to pop out like

twin stars. I would be a beholder. I had a dollar and fifty-three cents—which was ample.

I went to the fair. It was a fine day in early autumn. I left home early, riding old Effie. As I was leaving my father gave me twenty cents with which to hitch old Effie to hay at McGinnis's livery stable. That added the sum to my capital resources, for I had expected to pay it myself.

As I passed Plum Springs, Will Finn stopped me. "You going to the fair?"

In effect I told him that if my looks suggested any uncertainty I'd make every effort to recast them, because I certainly was going to the fair.

"Let me go with you. I can ride behind."

I told him I'd really enjoy his company, but it was old Effie I was concerned about. If he'd pay to hitch old Effie to hay I'd take him along.

He indicated surprise bordering on indignation. We argued for several minutes and then compromised at fifteen cents.

We got to the fair about eleven o'clock. There was a crowd already gathered. We went first to the livestock exhibits. I don't remember anything there clearly except the biggest hog I ever saw. That hog was a veritable low-lying mountain of pork. From there we visited the displays of fruit and vegetables, home canning, and cooking.

These exhibits did nothing to blunt the pangs of hunger. Will Finn had his lunch in his pocket, but I was going in style that day. I made my way to an early approximation of a hamburger stand, and ordered an early approximation of a hamburger and a bottle of bright yellow pop.

And the Sign of the Crabb was still in the ascendancy! I swallowed the last bite, drained the last drop, and turned away. My glance fell to the ground—and there, lying in the dust, was a shining silver dime. I had eaten and drunk in the grand manner at a cost of exactly nothing!

A little farther on I passed a stand from which issued a fervid torrent of hoarse and raucous sounds. A red-faced man in a red striped shirt was proclaiming the incredible wonders of a "talking machine." You paid five cents, "only one nickel," and you were awarded the priceless privilege of hearing that contraption break out in audible speech. All about the stand men stood holding two pronged gadgets tightly in their ears. At intervals smiles and gasps would break through their taut intentness. Obviously the talking machine was talking. I drew a deep breath and took a nickel from my pocket, then edged up closer to the crude counter that ran around the stand. My luck was still holding. The man just in front of me jerked the tubes from his ears and declared with alcoholic emphasis that he couldn't understand a thing. He handed me the pronged gadget.

"Here, bud," he said, "you're sober. Maybe you

can hear what it says, if you listen good."

At first all I could hear was an assortment of scratches and curious noises, but these gradually resolved themselves into words, and the record ground to a climax with "Liberty and Union, now and forever, one and inseparable."

With the thrill of miracles stirring within me, I moved on. I came to a booth. Another red-faced man was lifting another raucous voice, proclaiming that sudden riches were about to fall into some adventurous person's lap. You paid five cents. You were given a hoop. You pitched it, horseshoe fashion, at a lot of pegs that were anchored in a platform perhaps eight feet square. Each peg had a tab on it, and if you ringed the peg you were given absolutely free the article named on the tab. One of them called for a dollar bill.

Perhaps my luck was still holding! I gave the red-faced man a nickel, and he handed me a hoop. My long experience in horseshoe pitching came to my help. The hoop went true and fell upon the peg I had selected.

"Bud," said the man, "you sure are lucky." He gave me a great gaudy doll.

I took it with numb and disillusioned hands. I didn't want a doll. I wouldn't be seen with one.

Just then a big, hefty countryman said, "I druther a-got that doll than a dollar. My baby's been wantin' a doll."

"I'll sell you that doll for a dollar," I said.

"I ain't got a dollar I can spare."

"I might take a little less," I conceded.

The red-faced man was willing to bargain. I finally got thirty-five cents for the doll.

**W**HAT TO do now? Something pulled me back to the stand and the dollar bill peg. But another something pulled me in the other direction. I stood there halting, wavering. I already had six hundred per cent profit. I moved on.

After the trotting races it was time to be wending our homeward way. Will and I made the round of the fair grounds, stopping here and there to witness wonders. A great satisfaction was in my heart. Not only had I been to the fair, but my watch was ticking in one pocket and money was jingling in another. In economic performance that day was my all-time high. Never again have I been so imbued with the spirit of trade. If old Effie were alive now, and if Will Finn were alive and wanted to ride with me to the county fair, I'd let him ride for nothing.

All of that day is indelibly written down on the fair pages of memory, but if I were asked to name its great moment in terms of moral development I wouldn't hesitate an instant. It was when I decided not to go back to try for the dollar bill peg. I wonder if you understand me.





## Notes from the Newsfront

**Gasoline Bags.**—Gasoline for tanks and airplanes is now being stored in bags! The bags are impregnated with synthetic rubber and have proved to be easy to handle in battle areas, since they can be readily moved about as the battle progresses.

**Home War Workers.**—In a certain rural area in southwestern England, farm wives are being issued bundles of small parts for electrical equipment vital to the war effort. The women assemble the parts at home and turn them in to a central collecting depot, thus saving the full-time operators a great many hours of labor. The scheme is working out excellently, and the British government attaches considerable importance to it.

**Furlough Points.**—Extra points for rationed foods may be obtained for service men on furlough by application to the local rationing board.

**Rationed Riding.**—The Mexican government has ordered all car owners to keep their cars off the streets one day each week, in order to conserve rubber. Stamps are being issued in five different colors, each representing a different day in the week; after these are distributed, the car owner will restrict himself accordingly. The ruling does not apply to Saturday and Sunday.

**Faithful Dog.**—A three-year-old child in one of the eastern seaboard states recently wandered away from home and was missing until the next day. His dog followed him and stood guard over him until he was found, refusing to stir from the little boy's side even after he had been brought back home and put to bed to recover from the effects of the exposure.

**Millions of Gardens.**—The total number of Victory gardens planted this year will be about 21,000,000, says J. S. Russell, deputy director of the Food Distribution Administration. "The nation's Victory gardens can go far toward making the accelerated food production scheme surpass even our most optimistic estimates," Mr. Russell declares. "The Food Distribution Administration is depending on Victory gardens to solve major problems in the battle for food." Gardeners are urgently requested to keep their gardens down to a size they are sure they can handle. In this way much waste of seeds, time, work, and space can be prevented.

**Science and Whales.**—By the great Scandinavian whaling industries, whales are no longer harpooned; they are shocked electrically through a charged harpoon, which prevents them from contracting their muscles and sinking beneath the surface of the ocean.

**Franklin Contribution.**—Not many people know that the United States of America would have been known merely as the States of America if it had not been for that many-sided philosopher and statesman, Benjamin Franklin, who insisted that the word "United" be added.

**National Anthem.**—And here's an interesting fact about "The Star-Spangled Banner." The title originally given our national anthem by its composer, Francis Scott Key, was "The Defense of Fort McHenry."

**Prophets Without Honor.**—Many great figures in literature and the arts fail to win due recognition during their lifetime, especially at home. Mark Twain, Bret Harte, Walt Whitman, and Edgar Allan Poe won foreign acclaim before their own compatriots recognized their full importance. Poe lived and died a pauper.

**Wartime Conservation.**—A graphic idea of what war conservation measures really mean is obtained from the fact that by reducing the types of men's working clothes from eighty-seven to six, eliminating reinforcements and unnecessary pockets, the War Production Board will effect a saving of enough cloth every year to make 7,000,000 additional garments.

**Long and Narrow.**—One London aircraft factory is seven miles long and only forty feet wide. It has been set up in an unused subway.

**Museum Fat.**—A considerable amount of fat useful to the war effort is constantly being extracted from the carcasses of camels, antelopes, llamas, and other exotic animals sent to museums for mounting.

**Canadian Objectors.**—In Canada, conscientious objectors to military service will be put to work on farms and in essential war industries. Farmers will pay the government for their labor at the rate of \$35 to \$40 a month, and the industries will pay their regular rates. The objectors themselves will receive \$25 a month, with board and lodging.

**Cheese.**—Homemakers are advised that the best way to handle cheese is to consume it as soon as possible. Large cheeses are difficult to store satisfactorily. However, if a large cheese has been purchased, it should be kept under careful refrigeration. When a wedge is cut from it, the remainder should be covered with a layer of melted paraffin. Soft cheeses, such as Camembert and Brie, are very perishable. Grated cheese should be kept on a dry pantry shelf rather than in the refrigerator.

**Discretion.**—The late Justice Oliver Wendell Holmes once remarked that freedom of speech does not include the right to shout "Fire!" in a crowded theater. The same principle is highly applicable to the repetition of wartime rumor. American citizens who have the interests of democracy at heart are earnestly warned against any form of cooperation, voluntary or involuntary, with the subversive forces that circulate false and dangerous propaganda.

**Air-Minded Women.**—Women are now employed in several different branches of aircraft production. Parachute making, welding, riveting, and sheet-metal work are among their activities. Women are now receiving training as civilian mechanic-learners for the U. S. Army Air Service Command. In this work they assemble and test instruments, do fabric work on planes, and are responsible for some machine tool work. Special precautions are taken for their safety on the job.



## Ready for the *March*

**T**HERE is a story,<sup>1</sup> a parable about a modern Moses, written with rare beauty. It concerns eight men, four women, a boy, and a girl who, for their various reasons, found it expedient to cross at once into Palestine, even to the extent of casting aside every possession and trudging on foot for weary miles. And while they were in the wilderness, one of the men, Wasservogel, went apart to pray, thus:

"O Lord, my God, I cry unto thee out of a great desert. They that lie in the desert *think that they watch, but they are not wakeful.*"

But two—"Gluckstein the Renegade" and Borsht who "railed against God for that He had let him lose his baggage and his goods whereon his heart was set"—saw him who prayed and "laughed him to scorn."

"Then saw the Lord that it was a stiff-necked people and he let loose his wrath over them. The Renegade had a son . . . and he who railed against God on account of his possessions had a daughter

<sup>1</sup> "The Last Chapter" from *By the Waters of Babylon* by Robert Newmann. Simon and Schuster, 1940.

**I**N the midst of the terrors and uncertainties of war, we often feel that it is no exaggeration to think of ourselves and our children as pilgrims through a wilderness. Yet we can cling with all our might to the strength for life that results from the free American system of education. This education our children must know without loss or hindrance. One of the special educational presentations of the current series, this article lifts a new banner for parents and teachers to follow.

. . . And when the two men looked up from their sins, the two children were vanished in the great and fearful wilderness; and when they called into the darkness they answered not."

All who truly consider children the one great possession of a people will readily understand the poignancy inherent in this story. The mark of the Lord's anger on this group, like the last and most fearful of the plagues visited on the Egyptians, was the loss of the children.

### The Wilderness of War

**T**O THE discerning person, war must inevitably be regarded as a wilderness in which the hosts "watch but are not wakeful" and the children are sacrificed while shortsighted ones rail at the loss of "baggage and goods whereon their hearts are set." As has often been pointed out, this so-called peaceful nation of ours has indulged in a war for each generation. On an average of once every twenty-five years it has girded on the armor of Mars, and his shield. And always the upkeep on that armor and shield has been chiseled from the pure metal of youth. Agnes Benedict<sup>2</sup> very tersely phrases the situation as it regards our schools when she says:

"Schools are traditionally a casualty of war. The Revolution ruined them utterly; the teachers left their desks and shouldered muskets; the buildings were left to rot where they stood. The effects of the Civil War were less disastrous, but it hampered progress for years in the North, for decades in the South."

In 1917, draft figures showed the United States to be "a nation of sixth graders." Thirty per cent of the drafted men were declared unfit for general military duty. Yet even such a sorry picture as that seems to us today was really

<sup>2</sup> "An Alert for Education" by Agnes Benedict. *Independent Woman*, February, 1943.



## CHARL ORMOND WILLIAMS

indicative of great strides in education from the time when illiteracy was no shame, when only the fortunate were able to have schooling. As a matter of fact, in the years preceding 1917 the average daily school attendance had increased, the school year had lengthened, high schools had developed rapidly, and teacher training periods had grown longer and more intensive. Thus it was a bright outlook that the first World War clouded, then deluged. For, under the impact of immediate wartime needs school support was withdrawn; curriculums were distorted; and the value of education slumped in the public mind, even becoming in some places the subject of ridicule.

Schools are already under fire in World War II. C. R. Van Nice says in *The Texas Outlook* for March 1943: "Schools . . . seem to share the misfortune of motor car agencies, tourist camps, summer resorts, and gasoline filling stations. It has already been seriously proposed that we disperse altogether with our high schools for the duration of the war."

### Is There Any Salvation?

SO NOW, under the stress of mobilization of men, money, and matériel for destruction, shall we again witness the catastrophe of school budgets cut, personnel reduced, special services abandoned, inadequate teachers employed, the school program seriously impeded? Shall we again stand by and watch the breakdown or the devastating retardation of the institution that is the very foundation of our democracy? Or is it possible to avert any such debacle?

In this crisis there is better opportunity than ever before for the formation of a new pattern of action where education and crisis are concerned. Many writers and lecturers, while greatly disturbed over the present situation, grant that some good may come out of so terrible a thing as war. Along with the hardships and restrictions that accompany war can come opportunities for rapid advancements in education, if changes are made in the right direction.

Certainly he who runs may

read the challenge to this nation to maintain the health and well-being of its children. In preparation for the utterly different decades ahead in the new world that is now being born, they will require an education that is broadened and deepened and strengthened. English statesmen have not been loath to advise out of their experience, and all has been to the point: keep the schools open; strengthen educational facilities. In March, Prime Minister Churchill, in a moving address to the world, laid down the path that England must follow in equipping her people to carry on the democracy for which they have lost so many possessions and shed so much blood. After recording himself as strongly in favor of a broader, more liberal education, he said: "It is in our power . . . to secure equal opportunities for all. Facilities for advanced education must be evened out and multiplied. Nobody who can take advantage of higher education should be denied this chance. You cannot conduct a modern community except with an adequate supply of persons upon whose education, whether humanitarian, technical, or scientific, much time and money have been spent."

### School and Public Must Unite

AMERICA, along with England, should be able to meet today's crisis with better results than were evident in other wars, because since 1918 we—laymen and educators alike—have had more than two decades to come to a joint realization that the school is the foundation on which our



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democracy rests; we have had nearly a quarter of a century of efforts to tie home and school together so that they will mutually support each other.

Aroused by the damage done to the schools during the first World War, the National Congress of Parents and Teachers set up for the first time a committee on school education, but left the scope of its work to the chairman to define. Leaders within and without the organization were consulted, with the result that the committee was charged with the responsibility of working to close the gap between the school and the public. The efforts of the committee have not deviated from that high purpose. Yet I shall have to state in 1943, in my twenty-first annual report to the National Board of Managers, that, with all we have done, only the foundation of the work has been laid. At a time when they need more than ever before to be united in their common cause, school and public are still far apart.

In his challenging article, "These Schools Are Ours," Dr. Paul R. Mort says that "the great American system of schools, with its brilliant invention of unique governmental forms, *was a product of the lay mind.*" But during this twentieth century, he contends, the situation has reversed itself. For forty years schools have been left to the guardianship of the teachers, and there has grown up a generation of laymen who do not know that their grandfathers were educational statesmen.

### By What Road Victory?

WHEN IN 1941 the National Education Association created the Commission for the Defense of Democracy through Education to bring to the public a fuller understanding of the necessity of better education for all and to protect the schools as far as possible from the destructive effects of the critical period the nation is now entering, the *Journal of the National Education Association* reported the event under the head: "900,000

Teachers Clear for Action." In his comment on this story, E. S. Evenden writes: "How gratifying and effective it would have been had such a 'clearing for action' come from an equal or greater number of leading laymen in all parts of the nation! Theirs is the first interest . . . yet . . . war pressure for manpower and funds is in a fair way to continue and intensify the handicap that the public's apathy, tax sensitiveness or lack of information has put upon the schools."

Only after three centuries of struggle has the foundation for our American system of education been laid in principles worthy of democracy. The guiding concept that the American public school shall be (1) free, (2) universal, (3) compulsory, (4) nonsectarian, (5) publicly supported, and (6) publicly controlled is today widely accepted in theory and, in the main, established in practice. But the selfishness and vested interests against which this principle struggled into existence are still present—perhaps with even greater power. Wholehearted, intelligent, unsparing support from all citizens who realize that the destiny of this nation lies in the hands of its youth is more than ever necessary to prevail over the exploiters, the egocentrics, the ignorant.

I have had a growing conviction in recent years that the founders of the National Congress of Parents and Teachers must have been gifted with a sense of prescience, or prophecy, that they could have laid the foundation of an organization which in this fateful hour stands ready, equipped for the march. If even half of those of us who constitute the membership of this great organization can "watch and be wakeful," can forget our worry about "baggage and goods on which we have set our hearts" and employ ourselves with intrepid spirits to see that the future of our choicest possession, our youth, is assured—if we can do these things, we may be able, after our sojourn in the wilderness of this dreadful war, to cry, "A miracle, a miracle," as did that group of wanderers by the waters of Babylon when their children were restored to them unharmed.

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### PONDER AND PROFIT

Among all the strange things that men have forgotten, the most universal lapse of memory is that by which they have forgotten they are living on a star.

—G. K. CHESTERTON

Money and time are the heaviest burdens of life, and the unhappiest mortals are those who have more of either than they know how to use.

—SAMUEL JOHNSON

If your foot slips, you may recover your balance; but if your tongue slips, you can never recall your words.

—ANCIENT PROVERB



# RATIONING IS REASONABLE

J. PAUL LEONARD

CHIEF, GROUP SERVICES BRANCH,  
CONSUMER DIVISION, OFFICE OF  
PRICE ADMINISTRATION

**A**NYTHING that causes Americans to pull in their belts attracts attention, for we, as a nation, are unaccustomed to belt tightening. Yet willingness to sacrifice bespeaks our determination to preserve freedom. Our acceptance of the rationing program is a clearcut indication of our willingness and ability to deny ourselves for victory.

The recent inauguration of meat, canned fish, butter, and cheese rationing means that half the total purchases of food by American housewives are now being made through the use of ration coupons. According to Government estimates, these commodities account for about 35 per cent of the average housewife's food bill. When sugar, coffee, and the canned goods previously rationed are included, the total amount of the family food supply made subject to "coupon buying" in less than a year amounts to around 50 per cent.

Why is rationing necessary?

It is necessary in order that shortened supplies of food may be distributed equitably among rich and poor alike. The shortage has been brought about, of course, by the necessity for sending increased amounts of food to our armed forces and our allies.

OPA now rations these things:

1. Sugar, coffee, and shoes, which we obtain with the coupons in War Ration Book No. 1.
2. Canned, bottled, and frozen fruits and dried vegetables and soups, which we buy with the blue stamps in War Ration Book No. 2.
3. Meats, canned fish, hard cheese, and butter and other edible oils, which we purchase with red stamps in War Ration Book No. 2.
4. Gasoline, which we get with coupons in the A.B.C. Gasoline Ration Book.
5. Fuel oil and kerosene, which we acquire with Fuel Oil Ration Coupons.
6. Automobile tires, tubes, new bicycles, and some other articles, which we procure with special ration certificates.



Naturally rationing has affected the schools. For instance, teams have been unable to make the longer bus trips to meet traditional foes on the basketball courts, and schedules have been sharply curtailed.

Teachers are tremendously interested in whether rationing will affect the community's health.

The answer is that rationing, especially of meats, will provide us with sufficient nutritious food if we bear in mind certain facts.

Normally our diet has been the most diversified and abundant in the world. It has been heavily enriched since the turn of the century by the addition of fresh fruits and vegetables in winter and, more recently, by the progress of refrigeration. What we have left as a result of rationing is better in every respect, except in the quantity of certain items, than anything our parents enjoyed.

Measured in calories, our relative consumption of meats, poultry, fish, and eggs has been dropping since the middle eighties. It went down about one third after 1914. At the same time our consumption of milk, cheese, fruits, and vegetables was rising somewhat more rapidly. There is not at present any indication that our intake of proteins under war conditions will be low enough to injure our health.

The problem, however, must be considered seriously from the economic angle. This has been pointed out by Professor O. A. Bessey, director of the Public Health Institute of the City of New York. Professor Bessey says that if there are shortages that lead to a rise in prices, not only meat but other protein foods may become too costly for persons of moderate means.

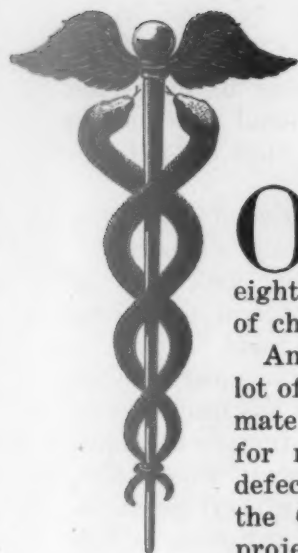
There is thus not only a nutritional problem but an economic one: to keep prices within the ability of the average person to pay. That is where the Office of Price Administration enters the picture with rationing, price ceilings, and rent control, the OPA part of the seven-point program designed to keep costs within decent limits. OPA does not order rationing—that is up to such agencies as the Department of Agriculture and the War Production Board—but, once rationing is ordered, OPA devises the means and methods by which it is carried out.

The rationing of food can be made to work if each of us realizes how great the stake of each family is in its honest, efficient administration.



# The Summer Round-Up of

A MAJOR HEALTH PROJECT  
OF THE NATIONAL CONGRESS  
OF PARENTS AND TEACHERS



ONE MILLION, four hundred and seventy-nine thousand, one hundred and seventy-eight boys and girls! "That's a lot of children," you might exclaim.

And you would be right. That is a lot of children. Yet it is the approximate number of children examined for remediable physical and dental defects in the Summer Round-Up of the Children, national child health project of the National Congress of Parents and Teachers, since 1925.

The Summer Round-Up is based on the ideal of having every child enter upon his first year of school in as nearly perfect condition as possible. Examination in the spring of all children who will enter school in the fall allows plenty of time for improvement, and by the time the little ones are ready to answer the call in September they have been given whatever treatment they need to free them from defect and whatever training they need to start them on the formation of good health habits to last them a lifetime.

Although the Summer Round-Up of the Children is a national project, it is carried out directly through the local parent-teacher association, which appoints a chairman to cooperate with the state and national chairmen. A spring canvass of the community reveals the number of children who will be entering school in the fall; a personal visit is paid to the parents of each child to explain the importance of the medical and dental examinations; and the examinations themselves are arranged for well in advance. After these have taken place, follow-up visits are made to emphasize the importance of carrying out the instructions of the physician and the dentist and to arrange for the treatment of children whose parents are financially unable to pay for it. A final check-up is then made to determine whether the professional advice has been duly followed.

All this is carried out in cooperation with the local health agency or agencies in the particular community. Where no such organized agencies exist, a strong effort is made by those to promote the Summer Round-Up to

create public opinion in favor of their establishment.

The examination of preschool children, important as it is, does not constitute the whole purpose of the Summer Round-Up. It is regarded as equally important to make sure that the child, after having been examined by the physician and the dentist, is kept in touch with both. An important part of the committee's work is, therefore, to help educate parents toward the establishment of intelligent health habits for their children. The creation of desirable attitudes in this direction is one of the outstanding activities of the parent-teacher association.

Mental hygiene, good nutrition, long-range care of the teeth, attention to sight and hearing—all these are emphasized. Special stress is laid on the immunization of all children against such communicable diseases as diphtheria, smallpox, and scarlet fever. No child, it is urged, should ever enter school without having been immunized against smallpox and diphtheria at least.

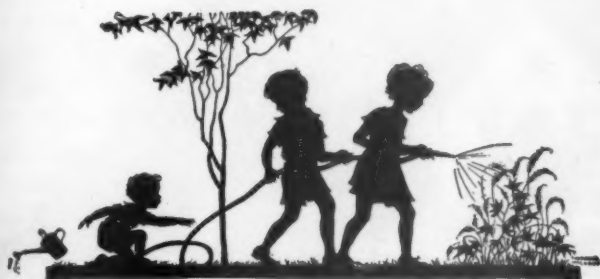
WHAT this program has meant to America is easy to indicate in terms of statistics. Its human value is not so simply recorded. Its influence has reached communities in the farthest reaches of our country, to the children's lasting benefit. If ever the time arrives when all—or the great majority—of America's school children approach the years of their formal education in perfect health, much of the credit for this happy state of affairs will go to the Summer Round-Up.

It is easy to trace the relation between a program of this kind and an enlightened citizenry for any country. Health is a prerequisite to achievement; with the best will in the world, one cannot achieve significantly without it. Health is also a prerequisite to complete personal fulfillment; personality is at its best when health is flourishing. The old classical proverb, "A sane mind in a healthy body," has strong and special application today, when sane minds and healthy bodies are the hope of the entire world.

And at this point it may be pertinent to call attention to some important revisions that are being made in the



# the Children



Summer Round-Up program to adapt it more closely to the war situation. The national committee has made the following suggestions to state and local committees: 1. Substitute group examinations for individual examinations when conditions make it necessary. 2. If no medical ex-

amination is possible, conduct a follow-up investigation of last year's work. 3. Promote or cooperate in a program for immunization against diphtheria. 4. When examination by a physician is impossible, urge preliminary health inspection by the school nurse, who, although she should never make a diagnosis, can detect many easily remediable conditions. 5. Emphasize dental health whether or not the regular medical examination can be obtained. 6. Promote study groups in child health.

All these adaptations are in accordance with the policy of the National Congress, which invariably resolves to do the best job that can be done with the facilities available. The Summer Round-Up has served America's children well in time of peace. It is safe to assume that this service for meeting the health needs of children will be at least equally valuable during the present war-time emergency.

## Statistical Report of the 1942 Campaign The Summer Round-Up of the Children

Number of Congress units registering for the Summer Round-Up	7,836
Number of Congress units carrying through the Summer Round-Up	4,547
Number of these units which met national campaign requirements	4,033
Number of units which held only the spring examination	157
Number of units which were unable to carry on Round-Up or give definite information as to progress made	117
Total number of units reporting	4,812

### Children Examined

Number of children receiving Summer Round-Up examination	120,464
Number of parents present at these examinations	74,330
Number of children examined in the office of the family physician	21,230
Number of children examined in the office of the family dentist	13,763

### Medical and Dental Care

Number of children referred to physician	36,357	Number of children consulting physician	25,575
Number of children referred to dentist	35,388	Number of children consulting dentist	20,594

### Protection Against Communicable Disease

Number of children needing protection against smallpox	69,825	Number of children subsequently protected against smallpox	49,798
Number of children needing protection against diphtheria	58,239	Number of children subsequently protected against diphtheria	37,941
Number of children vaccinated against typhoid	11,101	Number of children receiving tuberculin test	7,019



# You Can Be a Lend-Lease Parent

MARION L. FAEGRE



**T**HIS year, P.T.A. presidents will not lay down their gavels in May. When P.T.A. spring picnics are a thing of the past, mothers who have been busy all during the school year on committees and in study groups won't have any feeling of let-down. They may make a bee-line for the croquet mallet; they may don bathing caps; they may get out paint boxes and brushes, long laid away in the attic. But that's not all. They're going to keep right on with their parent-teacher work, and, in addition, they're going to furnish the backlog for the fun and benefit that not only their own youngsters but millions of children of employed mothers all over the U.S.A. will get out of their summer. Women who, in other years, rusticated leisurely for a month or so with one eye on their children by the lake shore and one on a story frothy enough to make them forget the heat, won't have time to know even what the weather is like. For they will be part of the movement to conserve their country's children. They will be engaged in a job as important as tending and harvesting the crops—the job of seeing to it that the nation's crop of children is nurtured.

They will wear no uniform or badge; their willingness to serve is the only insignia they will need. They will be doing their share by protecting and guiding the children of mothers whose essential war work takes them away from home. For in the completely unsupervised play of these children in the long dull days lie the seeds of unhappiness or even of delinquency. The number of children whose mothers are at work is growing by leaps and bounds. No existing resources or organizations can possibly keep up with the need for supplying these children with wholesome occupations. The mothers who, for one reason or another, are obliged to leave their children must, therefore, be assured that women who are still at home will step into the breach.

"But that doesn't mean *me!* I already have a

full-time job caring for my own children! How can I take part in any such program?" many a P.T.A. member will ask. "I can give some time away from home to the Red Cross or the church during the school year. But in the summer, when my children are at home all day, I have to be right on the job." The answer to that question is another one. Can you afford *not* to become aware of your community responsibilities? How can you be assured that if you do narrow your efforts to the limits of your own family you won't be horrified in the fall when your children go back to school and come up against conditions that have arisen because *some* children have run wild all summer?

Whether we regard this problem selfishly or unselfishly, it affects every single one of us. Even though we take on extra obligations only for our own children's sake, we may later find ourselves admitting that the gains have been greater than just this protection. Learning to know children other than our own and putting our wits to work to meet their needs makes us stronger and more useful human beings. The objection that some women raise—that they want to do something *different*, something that removes them from family problems—may hold water for those who are uninterested in human relationships. People who feel that way have a perfect right to put their efforts into other kinds of volunteer work.

## A Task Made to Measure

**B**UT THE mother of school-age children who really wants to do a better job in her own home will have her imagination fired by this new and valuable opportunity. She will realize that fitting herself to be of service in her community serves a



need that has never before been met. There have always been children who needed looking after, but now at last we are awake to the fact.

That skating rink in Saratoga Springs, which local P.T.A. workers planned and organized—who mans it in summer, when it becomes a playground? Parents! That Victory garden Sammy and his friends started—who is going to keep up their enthusiasm for a daily look-see to keep the weeds down? Who but some alert mother?

Teen-age boys and girls, with their more or less crisply organized Victory Corps programs, need tactful and friendly encouragement on a man-to-man basis; but children seven to twelve, with their constantly active, changing, heterogeneous interests, need much more *basic* guidance—guidance that wide-awake, understanding mothers can give. (And *will* give, if they see this job as equal in dignity to that of the worker who is paid in coin as well as in satisfaction.)

In one neighborhood there will be a child who could afford to take music lessons now that his mother is working—if he had a piano. Why let yours stand idle so many days? Of course the sounds are excruciating, but we ought to be able to put up with them if our boys can stand the noises of battle! What about that old radio you didn't quite have the heart to turn in for salvage? Pete and eleven-year-old Jerry will be so engrossed in monkeying with those wires and tubes some rainy afternoon that they will entirely pass up that meeting of the gang at which, for lack of something better to do, the boys vie with each other in displaying their sex information.



© Ewing Galloway

Too bad you can't pile six or seven youngsters into your car and run them into the country for a day's outing now and then! But wait! To many children, jaunting out by trolley or bus to the end of whatever line strikes nearest into farming country would be a treat. Many a school-age child of today is acquainted with chickens only as they run squawking across the road; never has he seen them in their own habitat. Many another has never had the excitement of searching up and down a brook for carnelians. And don't think that all of them will exhaust you with their wild activity. Some of them won't. For example: "Edward Black can almost always be found in a boat at the shallow end of the lake, hunting for turtles. . . . He seems perfectly satisfied in this activity and will wait patiently for long periods of time until turtles appear on rocks or floating pieces of boards. . . ." All that some children will ask is to be left alone on your front porch after they have browsed through your books and pounced on one they "always wanted to read."

### The Possibilities Are Endless

LOOKING AFTER these individual children doesn't sound very important, does it? But that is how movements start. The P.T.A. in Chicago that supervises a course in swimming and gymnastic instruction; the one in Lincoln that helps to keep the Victory garden project going; the Saginaw block mothers who have guaranteed that children shall have a place to go and feel at home when their mothers are at work; the Maryland group that has encouraged war plants in the vicinity to fit both parents' working shifts to family needs—all these began with a seemingly insignificant idea.

How can you help? Though conditions differ from community to community and state to state, there is *some* way in which you can contribute (and which will contribute to you!). To begin with:

1. Cooperate with the Volunteer Service Bureau or the Women's Volunteer Service (or whatever it is locally called) in your local Civilian Defense Council. Talk over your qualifications and interests with those in charge in order to learn where you will fit in best and what plans for training have been worked out for recreation leaders, volunteers in child care centers, and other types of workers.

In one city an interesting experiment (which might be repeated elsewhere) is about to get under way. A search is to be made for homes that may be used for the daytime care of children whose mothers are away at work. Carefully

<sup>1</sup> *Camping and Guidance*, by Ernest G. Osborne. New York: Association Press, 1937.

trained volunteers will do the finding, under the supervision of professional workers. Consideration will also be given to the in-service education of the new foster mothers, to help them feel more confident in the guidance of the children under their care. Each of these women will be relieving the anxiety and tension of some other woman about *her* children's welfare and enabling her to give full attention to her work. Perhaps *your* contribution lies in this direction.

2. If you live too far distant to establish cooperative relations with a Defense Council training center, look around in your own neighborhood and find out for yourself what you can do to help.

If you are too closely tied down at home to take a training course or cannot spend the time required by any of the projects that have been set up, then plan a "project" of your own! Perhaps your nine-year-old comes home from the playground complaining that the older boys monopolize the baseball diamond, or that the playground instructor is too busy to help the younger children have a good time. Maybe this means that your cool basement or backyard ought to be used two afternoons a week for the hammering and sawing and nailing enterprises to which most nine-year-olds are partial.

In some communities the P.T.A. has done a remarkably fine job of supervising playgrounds. In the absence of organized activity, you yourself can round up women who will help little girls to put on plays, and you will earn the children's lasting gratitude. Find someone who will see that little boys who wouldn't otherwise have a chance to swim get to a nearby lake once a week. They will work off a lot of energy that otherwise might end in neighborhood mischief.

Perhaps your town block workers have not canvassed the homes to find women who are willing (and suitable) to undertake the care of children during the day. You can do this if your town is too small to swing a child care center, with all the effort and expense involved. In towns where centers have been established there may be a great need for women to go into the homes of the slightly ill children who must be kept out of nursery school for several days. Absenteeism of women in war production plants is largely a matter of family problems for which staying home from work seems the only solution.

### Be a Neighbor Worth Having

**I**N THIS connection, one of the most valuable contributions a mother working in her own home can make is that of helping her war-worker neigh-

bors to shop. This may seem an arduous task and a good deal of responsibility to assume, but it may make some woman a better welder. Which of us wouldn't be willing to lug home an extra bag of groceries every day if we realized it meant the completion of an additional plane?

Some mothers may even go a step farther—and those who do should have an "E" flag flying over their doors! For example, some women war workers have to travel every day as far as thirty to forty miles *each way*! And cooking a meal at the close of a ten- or eleven-hour day away from home must take their last ounce of effort—the ounce they could otherwise use to good advantage for keeping acquainted with their children. Until such time as canteens are established where the main dish of a meal may be bought on the way home, there is a wonderful opportunity for service open to the woman who will cook up a batch of spaghetti, or a pot of baked beans, or a kettle of nourishing soup big enough to feed her neighbor's family as well as her own.

Here is what we see happening everywhere as a result of our pooled effort: Neighbors are getting to know each other; stiffness and coldness are disappearing as we suddenly realize that another family's welfare is our welfare too. Let's hope that the old-fashioned American neighborliness of pioneer days, which we are discovering in *our* time of need just as our forefathers did in theirs, will be a permanent addition to American life.

We have been assured over and over again that those of us who are homekeepers are doing quite as important a job as are those whose efforts have tangible, material results. What has not been said so often is that the woman who volunteers to act as a sort of sheet-anchor to the mother who must leave her children is giving of her strength in a way that serves a double purpose: It will enrich her own life through increased knowledge and skills, and it will set her community on a higher level.

At the present moment we aren't concerned much with "fashion." But this way of serving should prove very "fashionable," for once women who are homemakers open their eyes to what they can be doing right in their own neighborhoods, it should spread like wildfire.

So volunteer! Sign up for the service you can render best. And if you have to start out all by yourself without much guidance, remember that all pioneers must be stout-hearted, must believe in the great things for which they are working or searching. You must have vision to see beyond the grubby hands and shrill voices and noisy feet of our millions of eager school children.





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# Caring for the preschool *CHILD'S* *TEETH*

CLAUDE WILLIAM BIERMAN, D.D.S.

type of brush to be used and the proper method of brushing. At two and one-half to three years of age, x-ray pictures should be taken of the crowns of the molars, or back teeth, to determine whether cavities have started or progressed on the adjoining or interproximal surfaces. X-ray pictures enable the dentist to detect and correct small cavities and thus keep the baby teeth in healthy condition. We must remember that the child's molar teeth should function for ten to twelve years; they are not baby teeth. With proper attention they will give good service for their allotted time.

**H**OW many of us realize that more than twenty per cent of the men in the first draft of the second World War were rejected because of faulty teeth? This is an appalling situation, and it is rather hard to excuse in a supposedly healthy nation. It is a situation that challenges all health workers, including dentists, to develop a type and range of treatment that will prevent this condition in the future.

Every dentist knows that early and regular dental attention can help guide children through the years of childhood and adolescence with sound, healthy teeth. The big problem is to make that fact known to and appreciated by every parent, and the important thing is to begin early. Many dentists specializing in children's dentistry like to see the child at eighteen months, then again at twenty-four months, to examine the tooth structure for any abnormal condition and to instruct the parent in the home care of the mouth. This home care helps the child form habits that should last a lifetime. Habits formed early are hard to break.

Parents frequently ask: "Is every six months often enough to have my child's teeth examined?" Most dentists emphatically reply, "No, it is not often enough in the majority of cases." Most children's teeth should be examined every three months; each time they should be cleaned, polished, and examined for cavities. At each visit, too, instruction should be repeated concerning the

## The Importance of Deciduous Teeth

**T**HE importance of maintaining a full set of healthy baby (deciduous or primary) teeth cannot be overemphasized.

The three terms "baby," "deciduous," and "primary" are used in this article to designate the first set of teeth. Formerly, children's first teeth were called "temporary teeth" or "milk teeth," but both terms created the impression that these all-important teeth were only temporary and therefore unimportant, and many parents felt that it was unnecessary to take care of them. Many times, therefore, these teeth were permitted to decay to such an extent that the only treatment by which the dentist could allay a toothache was extraction.

**U**NDER the mistaken impression that "baby teeth" are temporary and therefore not important, many parents still neglect to give these teeth the protective care they need. This article sets forth a dentist's opinion of the importance of very early dental care.



The premature loss of one or more deciduous teeth is usually quite serious. The space occupied by the lost tooth frequently collapses to such an extent that there is insufficient room for the permanent tooth that follows. This may not only cause crowding of the one permanent tooth but prevent proper growth of the jaws and change the alignment of the entire set of permanent teeth.

Furthermore, the premature loss of one or more baby teeth seriously reduces the child's ability to chew his food. There is no period in life when the proper mastication and digestion of food is as important as during childhood. The growth and development that take place during the first ten years of human life are phenomenal. It is during that period that the child depends upon the deciduous teeth for most of his mastication. Loss of chewing surface hinders mastication, which in turn interferes with growth and development.

Also, it is during the period from birth to about eight years that the crowns of the permanent teeth are formed. Any upset in the child's nutrition or any illness causing an excessively high temperature during this period may injure the development of the permanent teeth. Therefore, it is important from a dental standpoint that the child be kept free from disease and that the "baby teeth" be kept healthy and in place until they are replaced by their permanent successors.

### Diet and Dental Health

**O**FTEN one hears a patient say: "My children have been fed a perfect diet, but their teeth are terrible; all of them have had fillings galore, with no end in sight." Such a condition is discouraging to the parent, the physician, and the dentist. It leaves them all with the question "Why?"

In cases like these the teeth are not normal. The diet, therefore, should not be condemned.

The body needs food for growth and energy. It seems only logical to suggest that the better balanced is the food, the better balanced will be the body, including the teeth. Planning the health of the child includes careful planning of his diet, beginning in the prenatal period and continuing at least until adolescence. A great share of the responsibility for prenatal planning rests on the physician. He should determine the kinds and amounts of food best suited for the mother.

Dentists as a rule have little opportunity to assist in the child's dietary program; the child is rarely seen by a dentist until the first eighteen months of life have elapsed. During these months the child should be under the regular supervision

of a general physician or a pediatrician, who should prescribe the proper foods for health, both general and dental.

In dental practice, we like to see children as early as eighteen months of age, when the anterior teeth and the first baby molar have erupted. We want to examine the tooth structure and instruct the parent in the proper home care of the mouth. If the child is not under a physician's care, we advise the mother that he should be, and we offer general dietary recommendations for dental health. If the teeth are not normal, we advise their correction.

A good diet must provide not only proper nourishment and energy for the body but foods requiring mastication. This permits good development of the dental arches. All too often foods are given that, although nourishing, require little or no chewing. Most of our foods are so thoroughly cooked that they do not require any mastication, and the child just naturally swallows without chewing. This would not happen if hard dry toast were fed at mealtime along with the soft foods.

The chewing of food, in fact, is becoming a lost art. One need only examine the mouths of young children to note the lack of arch development in a good percentage of cases. Too often, parents do not realize that nature insists upon the adequate chewing of foods to stimulate the secretion of the oral and gastric juices as well as to aid in the cleansing of the teeth.

A good general diet can easily be prescribed, but we do not always know whether or not this diet is being used as prescribed. Some children relish one type of food more than another, with the result that the diet becomes unbalanced—the proper diet is prepared but not ingested. Too, we must consider the habits of the child between meals. Does he take sweet foods, candies, and beverages between meals and thus lack appetite for his regular meal? These are problems with which we are all confronted, and their solution rests with parents.

A well-balanced diet does not absolutely insure perfect dentition. Two children in the same family, eating the same foods, may have different dentitions. One child's teeth may be more susceptible to decay than are those of a brother or a sister.

Children, even more than adults, need a well-balanced diet. But with that diet they need competent dental inspections and adequate dental service at regular three-month intervals. This combination, diet and dentistry, will do much toward preventing dental ills. It will develop sound habits of proper eating and proper home care of the mouth.

# Safeguarding the American

THE President of the United States of America has issued official proclamation of the fact that May 1, 1943, will be observed as Child Health Day throughout the nation.

Child Health Day dates from 1928. The language of Mr. Roosevelt's proclamation clearly demonstrates the special importance of this year's observance:

"WHEREAS the Congress by joint resolution. . . has authorized and requested the President of the United States to issue annually a proclamation setting apart May 1 as Child Health Day:

"NOW, THEREFORE, I, FRANKLIN D. ROOSEVELT, President of the United States of America, in recognition of the vital importance of the health of children to the strength of the nation, do hereby designate the first day of May of this year as Child Health Day.

"And I call upon the people in each of our communities to renew their efforts to promote the health of children in wartime and to take special measures in behalf of those boys and girls of high school age who are combining school with part-time jobs, working during vacation, or entering full-time employment, in order that their safety, health, and normal growth may be fully assured.

"IN WITNESS WHEREOF, I have hereunto set my hand and caused the seal of the United States of America to be affixed."

Another important observance will mark the month of May this year. Representatives of American religious bodies, with the assistance of the Office of Civilian Defense, have created a committee to publicize the observance of National Family Week, May 2 to 9, to follow immediately upon the celebration of Child Health Day.

Both observances will have new and important aspects this year. On Child Health Day, in addition to the regular attention given to routine health care for children, emphasis will be laid upon changes in the child health situation brought about by the war and by the resulting employment of youth.

National Family Week has as its prime purpose the awakening of every citizen and every family in America to the supreme significance of family life as one of the spiritual strongholds of America. "Family Week," says an official release, "emphasizes the spiritual foundations of

## Family

the family; the place of religion in establishing and maintaining the home and in fulfilling family life; the right of every child to spiritual nurture; the interdependence of home and church or

synagogue as they seek common values and share in the responsibilities of religious education."

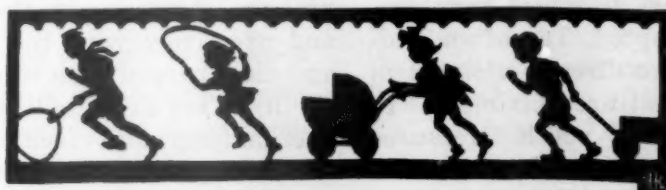
The basic place of the family in a democratic society is now almost universally recognized. But the ideal family life will not be attained until all the families in the nation are aware of what this ideal means to them. The observance of National Family Week will bring this need out into the full light of day, and definite progress should result.

In this connection, every community has its own responsibility. The conservation and improvement of family life cannot be left to chance. We learned long ago that our children would be strong and healthy only as families and communities took pains to make and keep them so; and it is a wholesome and hopeful sign that we are now ready to extend our precautions to spiritual health, not only for the children but for every member of the family.

Plans for Family Week are not lacking in practicality. Just as the physical environment of a child has much to do with determining his health, so do provisions for physical welfare—for good nutrition, for adequate housing, for sufficient recreation, for safety—go a long way toward laying the foundations of a wholesome and satisfying spiritual life.

All these matters, accordingly, will receive attention during the week set apart. Community-wide observances will include participation by civilian defense councils, schools, civic and social agencies and organizations, libraries, and clubs, as well as by the specifically religious groups.

The Office of Civilian Defense, recognizing the worth and importance of the movement for the building up of a high standard of democratic citizenship, is bringing to bear upon the program all the resources and facilities of the several Federal agencies whose work deals with welfare and family life. This observance, like the observance of Child Health Day, is important to the future of America. Parent-teacher workers will need no urging to cooperate wholeheartedly in observing the designated days.





## School Youthpower in the *War* Effort

OUR schools are now completely conscious that they are fully engaged, along with all the rest of our institutions, in this war of survival. Personnel and pupils are actively trying to discover how they can best render a maximum of service, how they can best train for that service, and how they can be most effectively placed.

Already the major part of the student population of our secondary schools is working part time, on either a paid or a voluntary basis, in essential community services, so that older people may serve in the critical defense industries and the armed forces. Some students are even working full time. Many are directly engaged in defense industry and at the same time are carrying on school programs to prepare them for specialized work in the armed forces, technical war production jobs, or the development of abilities applicable to postwar needs.

The extent of this student participation in our wartime economic life does not seem to be generally appreciated by many of the users of manpower. School pupils constitute an *apparently* large and readily accessible labor pool. Accordingly, labor procurers seek constantly to tap this supply rather than trouble themselves to recruit adults from other reservoirs—reservoirs that offer personnel adequate to their needs but may not be so easily accessible. Constant recruiting pressure from groups of every nature, including the armed forces, is thus being brought upon the schools. Conflicting stories, glamorous and exciting moving pictures, and excessive wage offers are only a few of the recruitment devices that tend to confuse the thinking and action of both parents and children.

This lack of a clearly defined policy for the conservation and economically sound distribution or allotment of our youthpower has resulted in undesirable and wasteful procurement practices and in the misuse and exploitation of our young people. Many of them are being "proselyted" out of well-focused, vocationally sound training programs into work or services to which they are, to say the least, poorly adapted. Too often Federal and state labor laws are directly violated in the process, with results that are detrimental to the welfare and well-being of youth. Measures should be taken to combat such practices.

*Young people are being drawn into war industries and other occupations to replace men called into military service. Child labor standards must be guarded. Until all sources of adult labor have been exhausted, children and youth should not be drawn into the labor force before completion of their education. They should be protected from exploitation. Their rightful heritage of an adequate education and a normal growth period should be preserved.—From the Findings.*

### Education Must Hold the Fort

NOW AS never before, the school and its vitally the P.T.A. must really stand *in loco parentis* to teen-age youth. Even in normal times these youngsters are at a period in life when they need guidance in making their plans and casting up their programs. With wartime pressure and anxieties impinging upon them from all sides, it is imperative that they be given every protection against exploitation and every help necessary to aid them in arriving at sound, adequate vocational and educational decisions.

Fortunately, the Federal agencies most concerned with this aspect of our national life are solidly behind this idea. The Department of Labor, the Office of Education, and the War Manpower Commission are publicly and continually emphasizing that pupil participation in wartime production efforts should be planned with the least possible hindrance to their educational progress and with the maximum exercise of legal safeguards for their welfare.

School people have long realized the inherent value of work experience in the educational pattern. And they realize today that the obligation and responsibility of youth in the war effort cannot be considered apart from the total manpower problem. Accordingly, they are cooperating fully and effectively with the duly constituted public agencies charged with wartime manpower responsibility. They are intelligently resisting unofficial, unorganized, and overemphasized demands for the services of school youth.



## Schools Have a Double Task

THE schools are thus trying to meet a dual obligation with regard to the wartime need for youthpower: first, to see that agriculture and essential industry in critical need are provided with the maximum number of workers, whose education will continue while they work, and second, to see that the welfare of all workers is adequately safeguarded on the job.

To fulfill the first obligation, the schools are making some or all of the following adjustments:

1. Arranging school calendars to provide the maximum of student labor where and when the need is adequately demonstrated.
2. Adjusting school programs to fit in with part-day work and part-day school plans.
3. Accelerating high school graduation without diminishing the necessary requirements or the educational offerings.
4. Coordinating all the elements that contribute to counseling and guidance, so that students entering the labor market or the armed forces can make a maximum contribution to the effort in which they serve.
5. Providing short unit training courses that measure up to the verified needs of the essential industries in the community.

To fulfill the second obligation, the schools are offering strong resistance to:

1. Indiscriminate competition for youth services that does not come through proper channels.
2. Employment of youth ahead of other available sources of labor.
3. Employment of younger boys and girls in industry before the supply of older youth has been exhausted.
4. Employment of young people in situations where there is inadequate preparation for their moral and physical welfare and for supervision of their work activities.
5. Employment of youth on "graveyard" shifts.
6. Enticing of boys and girls from training courses that prepare them specifically for the armed forces or for highly technical jobs in industry.

**S**TATING the planned objectives of the National Congress of Parents and Teachers in terms of health, education, recreation, conservation, and social welfare, the findings of the 1942 convention will be interpreted month by month in a series of articles contributed by leaders of the organization. Whatever has been learned in any of these fields will be made available to local parent-teacher leaders as they build for victory. It is hoped that the series will prove to be a source of constructive guidance in solving the many problems that confront all such workers today.

## Youth Is Entitled to Protection

IT IS a fundamental principle of the parent-teacher association that child labor standards must be guarded at all times. The current legal protection of youth from exploitation, while not, of course, perfect, represents many a hard-won victory over the subversive forces of greed and avarice, and we cannot suffer it to be lost.

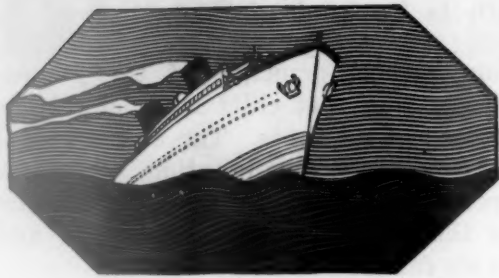
There are certain priorities in labor that may almost be referred to as "natural priorities." The indiscriminate employment of youth is not one of them. They are, to put it briefly, the maximum use of the manpower and womanpower already employed; the transfer of workers from nonessential to essential occupations; and the recruitment of womanpower where this does not interfere with maintaining the family life of the nation on a secure and wholesome basis. Until these resources have been exhausted, there is no excuse for interfering materially with education.

And even after all these sources of personnel have been drained it will be necessary to guard in a dozen directions against injury to youth through undesirable, indiscriminate, or detrimental employment. In time of war there is often an unwholesome tendency to encourage the getting of money at all costs, "while the getting is good"; and even parents are not always immune to this temptation.

The responsibility of the school, therefore, is increased to an important degree. If the school cannot maintain a calm and balanced sense of proportion in a time of emergency, to whom shall we look for leadership? Schools should constantly emphasize to both pupils and parents, as well as to the official agencies that control wartime industry, the paramount importance of an adequate training for life. They should see to it that every boy and every girl who is employed in a war industry spends at least a part of the day in school. They should continue to demand of all employers of youth that the hygienic and sanitary conditions under which young people work be made and kept as nearly ideal as possible. They should be on guard constantly against subtle trends toward youth exploitation.

Needless to say, the responsibility of the parent-teacher association is commensurate with that of the school. This organization will never have a better chance to demonstrate its vast and permanent value than it has this day and this hour. Whatever may be said of this period when the war is over, let it never be said that the parents and teachers of America's children failed those children in the hour of their greatest need!

—LETITIA J. LYTLE, *Treasurer*  
*National Congress of Parents and Teachers*



# A CONVOY OF BOOKS

**T**HE mail that comes to my house is now as fascinating as that which goes to my office, for while my daughter Beatrice Warde—whose article “The Token of Freedom” appeared not long ago in these pages—is staying with me, there is no knowing what exciting letter may not be coming in any morning from anywhere. But when this one came out of the blue just now, it made so special a sensation that we determined to share it as soon as we could with as many Americans as possible:

LIMA PUBLIC LIBRARY  
LIMA, OHIO

GEORGIE G. McAFEE  
LIBRARIAN

March 9, 1943

Mrs. Beatrice Warde  
BOOKS ACROSS THE SEA  
30 Rockefeller Plaza  
New York City, New York

Dear Mrs. Warde:

Enclosed you will find a check for five dollars and thirty-eight cents (\$5.38) to use to buy some stories about American boys and girls for the “Books Across the Sea” organization.

We collected the money to celebrate the fifth anniversary of our Library Representatives Club. We want to use it to buy books for boys and girls in England because that is one way we fifth and sixth graders can help in this war.

We heard about “Books Across the Sea” from our club sponsor, Miss Alice Ruf. She is the head of work with children and schools in the library and she told us about how you need money to buy the books. She heard you tell all about it in Milwaukee at the American Library Association Conference. It was very interesting she thought but kind of sad too.

All of the members of the Library Representatives Club think what you are doing is wonderful and wish you success in it.

Very truly yours,  
Rita Adkins  
Secretary,  
Library Representatives Club

I don't know when I have been more moved by a letter about books, and as Reader's Guide of the NEW YORK HERALD TRIBUNE I get a great many. For these “fifth and sixth graders” showed, first, that they understand how important it is, for winning both the war and the peace, that nations

fighting in a common cause should know how their allies live and for what sort of home life and ideals they are fighting. Second, they realize what books can do to bring about such understanding—what's more, they know how important it is that children in these countries should know about each other now, for they, these children of today, will be the men and women who must work together after the war to make the world a better place to live in. But when you look over the list of books they chose—it follows, with brief notes I have added to show how well they are distributed to represent different regions and ways of life—you see that these children also know that America is varied, vast, different in one part from another, and yet somehow all American, and that no one book can represent all our children.

Here are the books they chose:

- Augustus and the River*, by LeGrand Henderson. Bobbs Merrill; \$1.75. (Boy of 10 on shanty-boat in Mississippi)  
*Blue and Silver Necklace*, by Catherine Cate Coblenz. Little, Brown; \$2. (Young Hopi Indians in Arizona)  
*Blue Jeans*, by Lorraine and Jerrold Beim. Harcourt, Brace; \$2. (Farm life)  
*Greased Lightning*, by Sterling North. Winston; \$2. (Midwest; 9-year-old makes pet of runt pig; Fourth of July celebration)  
*Houseboat Summer*, by Elizabeth Coatsworth. Macmillan; \$1.75. (Houseboat in Maine)  
*Mr. Popper's Penguins*, by Richard and Florence Atwater. Little, Brown; \$1.75 (Humor)  
*One String Fiddle*, by Erick Best. Winston; \$1.50. (Tennessee mountains; boy with homemade violin; fiddling contests)  
*Rusty Pete*, by Doris Fogler and Nina Nicol. Macmillan; \$1.75. (Home life on a Western ranch)  
*The Saturdays*, by Elizabeth Enright. Farrar & Rinehart; \$1.75. (Family life in city; we have already sent the sequel, *The Four Story Mistake*)  
*Teeny Gay*, by Charlie May Simon. Dutton; \$2. (Ozark country; strong family feeling)

**O**UR children know what books can mean! And they know more; they know that sharing books means sharing life. In this article, written for you by one whose life work is the encouragement, appraisal, and dissemination of fine literature for children, there is high and hopeful promise of a better world—and a happier world—to come.

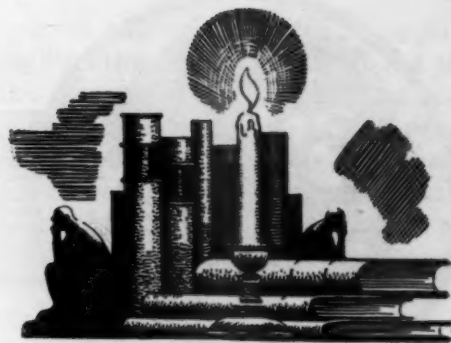


## MAY LAMBERTON BECKER

EACH OF you could make another list of ten books for this purpose, using each time entirely different titles, and not exhaust the subject's possibilities; I hope you will do so, for there is nothing better for our patriotism than to look over our land and select books to show other countries our beautiful differences. But as this is the first list of such children's books that has thus reached Books Across the Sea, we are adding money enough to send all ten to the America Reading Room in Aldwych House, London, to be kept together as a unit for exhibit in schools, libraries, America Day exhibitions, and so on. These books will go from hand to hand eagerly over the map of Britain; discussions will center on them, and school children will take them like letters from America. They will be handled as very precious objects, because nobody over there can send money out of the country to import books, and the chance of having them printed on the other side is tragically slim, in view of the present paper famine there.

Books Across the Sea has not said much about the collection of children's books in its America Reading Room in London. This collection has been steadily gathering and has been widely used there, often by grown-ups as well as by children. Think it over, and you'll see that a foreigner, young or old, is somewhat in the position of a child when it comes to learning about another country. He wants vivid books that don't take too much for granted—and that is, come to think of it, in itself a good definition of a successful book for young people. Vivid pictures save pages of description and carry quickly into attention and memory; the series of color-lithograph books by C. H. De Witt, *Story of Mississippi* (Harper) and correspondingly fine ones for other parts of the country, are always read through for pleasure by American adults before they take them home to the children. They have proved just as useful as introductions to America for adults abroad. They tell me that an anthology I edited, *Growing Up with America* (Stokes), goes from hand to hand there because it gives a chronological report, in story form, of the part children have taken in American life from Colonial days to the present. The book *Little Town*, by Berta and Elmer Hader (Macmillan), is so true a picture of any well-beloved river town in the United States that the copy in London's reading-room is almost read to pieces by American visitors.

What children's books would you choose to represent present-day life in America, as these ten stories do? Making such a list for oneself is a happy, valuable exercise; it makes one look at



one's own country with new eyes and at children's books with new interest. There are such books among the new ones appearing in time for this year's Spring Book Festival (sponsored by the HERALD TRIBUNE). Among the picture books for children, look for *Story of the Pennsylvania Dutch* (Harper); the lovely story of a Navajo child, *Little Navajo Bluebird*, by Ann Nolan Clark (Viking), who wrote *In My Mother's House*; *Round Robin* by Lavinia Davis (Scribner); showing how a fifth baby fits into a family in the American style; or Sanford Tousey's *Lumberjack Bill* (Houghton Mifflin), first experiences in a lumber camp. At the other end of the age scale, biographies are wonderfully rich in American spirit; we have a noble *Jefferson*, by Hendrik Willem van Loon (Dodd, Mead), which is the most beautiful of offerings for his birthday; Thomas D. Clark's *Simon Kenton* (Farrar and Rinehart), story of the Kentuckian who beat the Indian at his own game; *Pocahontas: Young American Princess*, by Mildred Criss (Dodd, Mead); *Luther Burbank, Plant Magician*, by John Y. Beaty (Messner); *George Westinghouse, Fabulous Inventor*, by Gordon Garbedian (Dodd, Mead); and one of the most stimulating collections of brief biographies that ever I have read, *Twenty Modern Americans*, by Alice Cooper and Charles Palmer (Harcourt, Brace).

THE war is making stories for older children far more exciting: *Ann Bartlett at Bataan*, by Martha Johnson (Crowell) takes a nurse right through from Pearl Harbor to the evacuation; *Bars on her Shoulders* by Jean Stansberry (Dodd, Mead) puts a girl through the training of a WAAC at Des Moines; and the best thriller of the year, so far as I am concerned, is "PX" by Malcolm Taylor (Houghton Mifflin), which takes place in 1969.

One hundred books for children about America, all of genuine merit and valuable in interpreting our country to her allies, have been sent or will be sent to the America Reading Room in London by Books Across the Sea. That shows you what interest in American life has come to be.





**Dehydration Saves the Day.** The Nevada City Elementary School Parent-Teacher Association of California has maintained for several years, as one of its main projects, the serving of hot school lunches. Most of the school children come in buses and are away from home about eight hours each school day. The project has been well established, with surplus food commodities and local contributions



playing an important part in keeping the cost within a minimum. A majority of the students have been able to pay a nominal price, and there has been enough margin to provide the free meals needed by the others.

Facing curtailment of Federal supplies, the committee determined that the cafeteria should continue somehow. The health nurse was able to show a definite increase in the general health of the school children as a result of the hot lunch. With bumper Victory garden crops in their own yards and generous donations of peaches, pears, figs, and apples from farmers who were not able to harvest their crops because of labor shortage, the parent-teacher group faced the serious problem of preserving this needed produce for later use. Two members, however, had been interested in food dehydration for their own family purposes, and they suggested a trial of this method.

The project became so large that community resources had to be called upon for help. This help was freely given, demonstrating once again that any project that is vital and undertaken with a truly unselfish motive will find plenty of community cooperation. The loan of a large building, the donation of a simple two-burner stove (for steaming the food), and a dehydrator made from scrap lumber by the husband of one member of the committee started the project. It was not all clear sailing, but success was attained and further work encouraged.

The use of a second dehydrator, built by the school, caused too severe a load on the wiring of the building; so local firemen wired the building to prevent the annoyance of blown-out fuses.

Special rates were obtained from the power company, and the final total of fruits and vegetables processed mounted to 3,000 pounds. This meant a great deal of work. A large committee of women worked as many as six to eight hours a day when the fruit came in. One member declared that she had never seen so much fruit demanding attention at the same time. Tomatoes, string beans, corn, spinach, and herbs for seasoning—these are just a partial list of the vegetables obtained from the Victory gardens. Peaches, pears, apples, figs, and prunes made up the fruit list. In some cases the women went out to the orchards, harvested the fruit, brought it to the plant, and prepared it for use. All of this effort was on a volunteer basis.

Information on the processing and storage of this food was obtained from the Red Cross nutrition chairman and the local farm advisor. The committee was also alert to the need of good recipes for the use of this food; a number of reliable ones were developed by home experimentation and turned over to the cafeteria manager.

In February the principal reported that about sixty per cent of the food had been consumed. All the apples, pears, and peaches have long since disappeared; the children used them as substitutes for candy.

The display of dehydrated material, the reports of results, and the stories of some exasperating and amusing incidents that occurred in connection with the project created such interest at the Third District meeting that three local P.T.A.'s in other rural areas have started their own cafeterias, confident that food can be made available to the children through their own efforts.

During the present emergency the dehydration of food for use in home and school kitchens is always a worthy project, especially in rural areas, where bumper crops and shortage of labor will undoubtedly make ample fruit and vegetable supplies available at little or no cost. Excellent nutritional standards for the school child can be maintained in this way in spite of rationed food supplies, uncertain shipping conditions, and curtailed surplus food supplies.

—O. T. ILLERICH

**The Children's Movie Institute.** In a war center children are apt to be lost in the adult struggle for existence and entertainment. Boom towns are

too preoccupied with the new prosperity and population to give any special attention to the development of children, and the welfare of children in the community is

neglected to such an extent that juvenile delinquency seriously increases. Educators and the general public find it difficult to unite in programs and efforts that will secure for children the highest advantages in social education.

Norman, Oklahoma, was such a war center last fall, but the community united to provide wholesome opportunities for the social growth of its children. One outstanding project was the Children's Movie Institute. The certificate awarded to the institute patrons described it as a "non-commercial, nonprofit series of entertainments for children five to twelve years of age. It is supported entirely by the interest and subscriptions of the friends of boys and girls in Norman and Cleveland county." In addition to entertainment, the movies provided the children with some training in discrimination. Good and carefully selected commercial movies were shown. Through this project the children of families new to the community were given a wholesome and hearty welcome to Norman.

The parent-teacher council provided the necessary leadership, working with the schools, the University, the county officials, and the local theater management.

In general, the plan was this: Under the direction of Mrs. E. F. Dawson, president of the Norman Parent-Teacher Council, each of the five parent-teacher associations selected one movie for which it acted as sponsor. The Council sponsored an additional three movies. An observer group was organized by Mrs. Pauline Thompson, a mother of two children and a graduate student in sociology, to provide a uniform check on important points concerning each show. The Department of Visual Education of the University provided operators and equipment. Thurman White, director of this department and state

chairman of Juvenile Protection for the Oklahoma Congress, organized the committee and directed all the Institute ac-

tivities. Each parent was sent a letter of explanation, a schedule of the shows, and a report to be filed with the committee at the conclusion of the Institute. The shows were held on Saturday mornings from September 26 through November 14. Motion pictures recommended by the Ray Committee on Motion Picture Evaluations were used. Complimentary tickets for all shows were presented by the teachers to school children.

About twenty members from one association acted as hostesses to the children at each of the shows. Attendance varied from 200 to 1,100, with an average of 600 children per show. The conclusions at the close of the Institute were: 1. The value of motion pictures as education and entertainment for children without fixed attitudes toward moviegoing is definitely great. 2. The Institute as a wartime activity was of definite value. 3. The Institute proved to be a safe, constructive way of entertaining a large number of children. 4. The Institute was an aid to the good mental hygiene of the young child in the present adult confusion. 5. The Institute provided a type of entertainment useful in developing attitudes that would tend to prevent delinquency. 6. The Institute should be continued not only during the school term but during the summer vacation.

—OLIVE S. WADLIN

**A Going Program.** At the September state board meeting five objectives for the year were announced. These were: cooperation with national defense; support of the hot school lunch program; the promotion of recreational centers for young people not in the service and for families; the adoption of some form of identification for every child in Montana; and an all-out membership drive.

To date the Montana Congress has taken active part in the scrap drive, the gas rationing program, the grease drive, the sale of war bonds and stamps, and point rationing. No small part of its work has been organizing the block system.

In cities of 2,500 population and over, there is an excellent system of block leadership. Beginning with the captain, or leader, authentic information is passed on to lieutenants, and they in turn pass it on until every home in the block has been reached. The purpose is to explain the various efforts of the Government to build up the home front. All our efforts were in cooperation with the state civilian defense setup. College and high school students were drafted to work in the sugar beet and potato fields. Extra assistance was given to enable them to make up their work.

A bill, S. B. No. 65, "To provide food, cooks, janitor service, and equipment for school lunches





when deemed advisable by the board," was proposed by the state congress and carried in both House and Senate. The P.T.A. is finding means to carry on where the WPA has had to abandon such projects.

The P.T.A. also promoted H. B. 255, the juvenile court code, and used its influence to aid the teachers' retirement bill.

The third objective found expression in soldiers' training quarters at Helena, Great Falls, and Havre, where soldiers have been invited into P.T.A. membership. Recreation centers have been organized for them, homes opened to them. Many fine contacts have been made and have proved mutually beneficial. Pfc. Lewis B. Parsons of Michigan, a piano artist and a great lover of little children, who is stationed in Helena, has given an evening's program free of charge to units that have invited him to perform.

The collection taken has aided the units in various projects. The McKinley preschool group of Butte helped to equip a private kindergarten in a community where funds are not provided by the board of education.

The Townsend P.T.A. gives community parties in the school gymnasium, where everyone from the baby to Grandpa attends and has fun. The average attendance is about 300. The Hawthorne, Whittier, and Emerson units of Butte have lively community centers. The Butte high school students have weekly "mixers" attended by as many as 500. An admission fee of 25 cents is charged. The surplus funds derived from these mixers furnish dental care to needy students. Reports announce an increase in community centers in the state and a renewed interest in old-fashioned fun and frolic.

To date, Great Falls has registered 1,500 children and purchased identification tags for them. The Havre Council has taken this as its own project.

In the field of visual education, fifteen films on "Education for Free Men," four of which belong to Billings, were ordered for Education Week. Through the enthusiasm and interest of the Visual Education and Radio chairman, many units have purchased the machine, screen, and films for their schools.

The Helena Council was the first to integrate its study group work with the war program in nutrition, first aid, home nursing, and surgical dressings. When one class has completed the course, another group begins; this continues until all the members have been reached. The state in general has adopted the idea, and the state congress gives extra credit to all members who participate in the work.

To meet the general demand for immediate release of the information supplied by the National Congress, the state office at Missoula sends out copy letters, postcards, and questionnaires to the five district presidents. They in turn relay the information to the unit presidents in each district. The telegraph and telephone are used in case of emergency.

Such a network of information is fast and efficient, even in this vast state of 146,000 square miles. It reaches to the smallest unit even in sparsely settled districts. Until the transportation problem becomes less difficult it may prove the only means of pumping lifeblood into the great heart of the Montana Congress of Parents and Teachers.

—OLIVE FORSYTHE JOHNSON

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## When Peace Shall Come

*When Peace shall come and with her clear light show  
The way of life, all children born must know  
God's heritage of brotherhood and worth,  
And hope, for all the peoples of the earth.*

*And then will laughter come again, and song  
Will echo in their hearts. They will belong  
In homes where fathers come at close of day  
And mothers love and labor, serve and pray.*

*No child shall hunger, none shall cringe and creep  
Along dark ways to seek for crusts, and weep  
From pain of tortured limbs and wounds grown old;  
No child shall die, alone, uncherished, fearful, cold.*

*When peace shall come and with her clear light show  
The way to joyous life, each child shall know  
The calm of ordered ways, and each must grow  
Straight-limbed and strong, clear-eyed, alert, and free,  
Guardian of a world-wide liberty.*

—ANNA H. HAYES



# Around the Editor's Table

THIS is the time of the year when leaders of parent-teacher study and discussion groups begin to think of suitable material for use next fall. So urgent are the tasks before us that it is imperative for parent-teacher leaders to select more carefully and wisely than ever before the best material available with which to shape their courses.

With this need clearly in mind, the editors of the *National Parent-Teacher* will, beginning with the September 1943 issue, conduct two study courses on child development and family living. Each course will be directed by an expert whose reputation assures distinction. Both programs have been carefully designed to show the various influences of modern living upon the family. The everyday problems that present themselves in the rearing of children during peace and war alike will not be neglected. The chief guide to selection of the topics has been the diversified interest shown by the questions of parents the country over. The titles and subtitles will be announced in the June issue.

...

A CURRENT issue of PUBLISHER'S WEEKLY, the American Book Trade Journal, reports that the sale and distribution of inspirational and devotional books of all kinds have been greatly increased since the war started. "This is particularly interesting," comments PUBLISHER'S WEEKLY, "in view of the large amounts of religious material being given free to service men."

The following reports from religious departments of book stores and department stores substantiate the trade magazine's statement. Says one bookseller from Alabama: "The people of Alabama are reading more religious books than at any time since our store was opened sixteen years ago." From Florida: "Religious books had the best distribution during 1942 that we have had during the past eight years." From Kentucky: "Our religious books have far outsold our general books, and of the religious books we note that the sale of books on prayer and devotional readings has been outstanding." Every one of the booksellers emphasized the fact that, although preachers are buying a great many books, the greatest increase is in the sales to laymen.

The *National Parent-Teacher*, too, can testify that the American people are seeking faith and

hope through the study of religious teachings. Parents especially have shown a heightened interest in spiritual values. Accordingly, in line with its established policy of meeting needs as they arise, the *National Parent-Teacher* will present a number of articles devoted to the spiritual training of our young people. If, indeed, the hope of reconstruction lies with these boys and girls of the future, what larger cause have we to pursue than the cause of an education that will awaken the love of truth and tolerance, justice and co-operation—all of which represent the spirit of real democracy and real Christianity.

...

ALSO reported in PUBLISHER'S WEEKLY is the separate religious department set up by NBC. Max Jordan, who got his Ph.D. in religious philosophy at Jena and who was NBC's European chief for ten years, has been put in charge of the NBC religious programs. The following are among the newer religious broadcasts: "We Believe," a half-hour Sunday afternoon program; "Light of the World," a fifteen-minute Biblical drama, broadcast in the afternoon from Monday through Friday; "Chaplain Jim," another half-hour program presented on Sunday afternoons; and "Minute of Prayer," a war prayer by a different clergyman each evening of the week.

...

ON PAGE 32 of this issue appears an article by May Lamberton Becker. The original manuscript of Mrs. Becker's article contained a suggestion that will interest parent-teacher readers. We quote: "One hundred books for children about America. . . have been sent or will be sent to the America Reading Room in London by Books Across the Sea. . . Perhaps you may wish to send a stamped, addressed envelope for one of these lists and see whether you agree with our selection and what books you think should be added to it. If so, the *National Parent-Teacher* will forward your letter to me."

...

THE editors of the *National Parent-Teacher* take this means of expressing to the New Jersey Congress of Parents and Teachers their deep appreciation of the splendid work that won New Jersey first place for 1942 subscription gains. This sort of achievement means progress.

# MOTION PICTURE PREVIEWS

**T**HE film division of the British Information Services has made an outstanding contribution to education and understanding in England. The bookings from its Central Film Library are running about 1,000 films a week.

The idea behind the films is to portray the British war effort as a whole—the work of the armed services and the work of the men and women who produce their weapons and their food. Such films bring to the people information that builds up their health and morale and enables them to put forth their maximum effort.

One hundred and fifty of these pictures are now offered to American audiences as a means of showing them what goes on in Britain and others of the United Nations. At the same time, factual films from the U.S.A. are being sent across the Atlantic to portray for British audiences the American war effort.

The British films may be obtained through five regional offices. Address the Film Officer, British Information Services, 1336 New York Avenue, N. W., Washington, D. C.; 360 North Michigan Avenue, Chicago, Illinois; 30 Rockefeller Plaza, New York City; 260 California Street, San Francisco, California; and 448 South Hill Street, Los Angeles, California.

Many excellent films of Australia and Australian life may be obtained from the Australia News and Information Bureau, 610 Fifth Avenue, New York. Films on Canada may be obtained from the National Film Board of Canada, Ottawa, Canada. The many excellent films on America at war may be obtained from the extension divisions of the state universities.

The films are on 16 mm. sound prints and are available for a service charge of 25 cents per reel plus 25 cents per shipment. Most of them are one or two reels, and their running time is from ten to fifteen minutes.

The films that will be of greatest interest to parent-teacher members are those dealing with gardening, nutrition, rationing, the care and education of children and young people, health, civilian protection, and the work of British women. All these will help to promote a clearer understanding of what is needed for victory.

—RUTH B. HEDGES

PREPARED UNDER THE DIRECTION OF RUTH B. HEDGES,  
MOTION PICTURE CHAIRMAN OF THE CALIFORNIA  
CONGRESS, WITH THE ASSISTANCE OF HYPATIA GORDON  
PARVIS, REPORT CHAIRMAN

## FAMILY

**Assignment in Brittany**—Metro-Goldwyn-Mayer. Direction, Jack Conway. Excellently adapted from the book of the same name, this thrilling and sometimes harrowing story tells of the activities of the Free French in occupied France. The plot includes intrigue, murder, stark realism, tragedy, and romance. Assigned the task of locating a Nazi submarine base, known to be operating along the English channel, a Free French spy impersonates a man (a Nazi sympathizer) whom he strongly resembles. Strongly cast and convincingly acted. Cast: Pierre Aumont, Susan Peters, Signe Hasso, Richard Whorf.

Adults	14-18	8-14
Good	Tense	No

**The Desperadoes**—Columbia. Direction, Charles Vidor. A 'rip-roarin' Western in technicolor is highlighted by a stampede—not of cattle, but of wild horses. Filmed at Zion National Park, the background is authentic and the horses wild. The story is of a stranger who arrives in a lawless town in Utah to find himself accused of a bank robbery. His fight to clear his name and expose his enemies provides the action. Cast: Randolph Scott, Glenn Ford, Claire Trevor, Evelyn Keyes.

Adults	14-18	8-14
Western	Good	Mature

**Dixie Dugan**—20th Century-Fox. Direction, Ray McCarey. A fairly amusing little picture based on the popular comic strip. It is the first of a series presenting Dixie Dugan and her family. The background is Washington, D. C., where Dixie is experiencing difficulties as secretary to a woman-hating chief of the Woman Power Bureau. Some lines about Red Cross Volunteers are objectionable. Cast: James Ellison, Lois Andrews, Charlie Ruggles, Charlotte Greenwood.

Adults	14-18	8-14
Matter of taste	Probably amusing	Mature

**He Hired the Boss**—20th Century-Fox. Direction, Thomas Z. Loring. A pleasant, homely little comedy with plenty of action. It tells of the trials of a meek young man who has love in his heart but lacks the courage for decisive action. Cast: Stuart Erwin, Evelyn Venable, Thurston Hall, Vivian Blaine.

Adults	14-18	8-14
Amusing	Amusing	Mature

**Hello, Frisco, Hello**—20th Century-Fox. Direction, Bruce Humberstone. San Francisco, in the late nineties, is the colorful background of this elaborately produced musical comedy. Striking costumes, pleasing singing, and amusing comedy make it good light entertainment. The story is woven around the lives of a quartet of entertainers and tells of their romances and disappointments, their successes and failures. Cast: Alice Faye, John Payne, Jack Oakie, Lynn Bari.

Adults	14-18	8-14
Entertaining	Entertaining	Mature story

**He's My Guy**—Universal. Direction, Edward F. Cline. The amusing performance of Joan Davis highlights this fairly entertaining comedy of domestic discord and musical specialty acts. A young married couple disagree as to whether they shall continue their mediocre stage career or go into defense work. Cast: Dick Foran, Irene Hervey, Joan Davis, Fuzzy Knight.

Adults	14-18	8-14
Amusing	Amusing	Mature



**Hit Parade of 1943**—Republic. Direction, Albert S. Rogell. A lively, entertaining musical comedy, set to the gay melodies of three big-name bands. The sets are lavish, and the novelty songs and dances are good. A pretty young composer plots revenge when she finds that one of her songs has been stolen by a publisher. Cast: John Carroll, Susan Hayward, Gail Patrick, Eve Arden.

Adults	14-18	8-14
Entertaining	Entertaining	Mature

**The Human Comedy**—Metro-Goldwyn-Mayer. Direction, Clarence Brown. This tender, endearing story, based on the book by William Saroyan, strikes a note of light against the gloom of war and weaves a spell that will long remain with those who see it. Its keynotes are simplicity and humanity, and its fabric is fashioned from threads of love and the common experiences that unite a family. The characters seem real people. In them we find folks we know—and ourselves. Superb writing, production, acting, and direction make this a masterpiece. Cast: Mickey Rooney, Frank Morgan, James Craig, Marsha Hunt, Fay Bainter.

Adults	14-18	8-14
Outstanding	Outstanding	Good but mature

**The Moon is Down**—Metro-Goldwyn-Mayer. Direction, Irving Pichel. A remarkable pictorial dramatization of John Steinbeck's story of the efforts of a diabolically cruel invading army to conquer a peaceful and free people. The total absence of understanding on the part of the Germans and the spiritual strength of a democratic people are shown in contrast, and the import is impressive and inspiring. The language and mood of the original have been retained to a remarkable degree. The characters are so vital and alive that they seem real. The music adds much. Cast: Sir Cedric Hardwicke, Henry Travers, Lee J. Cobb, Dorris Bowden.

Adults	14-18	8-14
Outstanding	Outstanding	Mature and tragic

**One Dangerous Night**—Columbia. Direction, Michael Gordon. A sophisticated murder mystery with the clues well covered and the ending unusual—but rather unethical. The Lone Wolf investigates another murder. The suspects include several prominent young women, victims of the murdered playboy. Cast: Warren William, Eric Blore, Marguerite Chapman, Thurston Hall.

Adults	14-18	8-14
Entertaining	Entertaining	No

**Rhythm of the Islands**—Universal. Very light comedy with attractive settings, good dancing, music, and commonplace dialogue. A scheme to promote tourist trade on a lovely tropical island is instigated by two Brooklyn men posing as natives. Tribal feasts and native dances are their stock in trade. Cast: Allan Jones, Jane Frazee, Andy Devine, Ernest Truex.

Adults	14-18	8-14
Amusing	Amusing	Mature

**Sherlock Holmes in Washington**—Universal. Direction, Roy Neill. A mystery melodrama, excellently acted and produced, with a thrilling story of international intrigue. An important document, brought to America from London, disappears when its bearer is murdered, and Sherlock Holmes and Dr. Watson fly to the aid of Washington officials. Cast: Basil Rathbone, Nigel Bruce, Robert Paige, Marjorie Lord.

Adults	14-18	8-14
Entertaining	Entertaining	No

**Tonight We Raid Calais**—20th Century-Fox. Direction, John Brahm. Gripping espionage drama of occupied France, with strong, convincing characterizations and excellent photography. The story is of a British Commando who is assigned the dangerous task of locating a certain munitions plant in France, in order to signal its location to raiding planes, and of the loyal villagers who risk their lives to help him. Cast: Annabella, John Sutton, Lee J. Cobb, Beulah Bondi.

Adults	14-18	8-14
Good	Good	No

**This Land is Mine**—R.K.O.-Radio. Direction, Jean Renoir. A tense, dramatic story of German invasion, with its trail of suffering, tragedy, and death. As a weapon of conquest the enemy use their understanding of human weaknesses and cultivate the seeds of fascism by catering to man's selfish desire for physical security, possessions, and power. Sabotage is shown as a last

resort of desperate people to regain their freedom. Charles Laughton gives his finest screen performance as a man whose moral strength overcomes his physical cowardice. Excellent writing and character portrayals combined with good production make this a powerful drama. Cast: Charles Laughton, Maureen O'Hara, George Sanders, Walter Slezak, Una O'Connor.

Adults	14-18	8-14
Outstanding	Outstanding	Mature and tense

**The Youngest Profession**—Metro-Goldwyn-Mayer. Direction, Edward Buzzell. A fast-moving comedy with only a fair story, but vivid and charming in its presentation. It tells of a young girl, a collector of motion picture stars' autographs, who becomes involved in the political and romantic difficulties of a young candidate for mayor. Good dialogue. Cast: Lana Turner, Greer Garson, Walter Pidgeon, Robert Taylor.

Adults	14-18	8-14
Amusing	Possibly	No

**Slightly Dangerous**—Metro-Goldwyn-Mayer. Direction, Wesley Ruggles. Entertaining social drama with a good cast, slow in spots, but maintaining interest by its good acting. Some clever twists to an old story. A pretty soda clerk feigns amnesia and poses as the long-lost daughter of a wealthy industrialist. Cast: Lana Turner, Robert Young, Walter Brennan, Dame May Whitty.

Adults	14-18	8-14
Fairly Entertaining	Fair	No

## ADULT

**China**—Paramount. Direction, John Farrow. Tense, exciting drama of love and war, laid in China in 1941. The story is of two Americans, a young teacher stranded with a group of students in the bombed area, and a gasoline dealer—still a believer in nonintervention—who comes to her aid. The action is at times Hollywoodish, and the picture is too brutal for adolescence. Cast: Loretta Young, Alan Ladd, Wm. Bendix, Philip Ahn.

Adults	14-18	8-14
War	Too brutal	No

**Edge of Darkness**—Warners-First National. Direction, Lewis Milestone. Tense and horrifying, this is war at its worst. It tells the story of a Norwegian village when the villagers' revolt against the cruelty and oppression of the Nazi army of occupation results in a battle where all, both soldiers and citizens, are killed, except one man, and he has become insane. A strong, well-acted picture with super production that in some way seems to fail of its objective. Cast: Errol Flynn, Ann Sheridan, Walter Huston, Nancy Coleman.

Adults	14-18	8-14
Tense	Too tense	No

## JUNIOR MATINEE

**Harrigan's Kid**—Metro-Goldwyn-Mayer. Direction, Charles F. Riesner. A pleasantly entertaining little picture of horses and horse racing, with a constructive, well-presented theme. A conceited young East Side boy learns jockeying and good sportsmanship at the same time from a kindly old gentleman, manager of a famous racing stable. Cast: Bobby Readick, William Gargan, Frank Craven, J. Carrol Naish.

Adults	14-18	8-14
Good	Good	Good

**My Friend Flicka**—20th Century-Fox. Direction, Harold Schuster. The majestic beauty of the mountains, streams, and valleys, and the round-ups of great droves of horses, all excellently photographed in technicolor, form the background for this well produced, well acted social drama with its simple, appealing story of a boy and his colt. Homely philosophies, backed up by the intelligent minds and loving hearts of his parents, help an irresponsible boy to become a useful member of the ranch household. The tender, moving scenes between the boy and his horse are sincerely and simply presented. Cast: Roddy McDowall, Preston Foster, Rita Johnson, James Bell.

Adults	14-18	8-14
Good	Good	Good, but emotional for the younger members of this age group



# COMMUNITY LIFE IN A DEMOCRACY\*

## Program Outline

(Based on Chapters XIV, XV, and XVI)

### Dramatic Situation

"I do wish, Richard," observed Mrs. Harrison to her sixteen-year-old son, "that you'd stop moping about the house and find something to do!"

Richard shrugged his shoulders. "There isn't anything to do any more if you're not old enough to join the Army or the Navy."

"Nonsense! What on earth do you mean, Richard? There's your high school orchestra, and your Arts Club, and your chess tournaments—I haven't heard you speak of chess in a long time!—and sports—it's not long until the tennis season—"

Richard laughed shortly. "Orchestra's broken up. Too many seniors in it; they're all expecting to be inducted. Arts Club disbanded. They need the room for the service men. Same goes for the chess tournaments. And the only good tennis courts in town are being used for a drill field. I ask you!"

His mother looked troubled. "I didn't realize—But the service men have to be taken care of, Richard."

"Sure they do. I'm not saying they don't. But it doesn't leave much for the rest of us to do, that's all. Even the girls. Sue Eberly and her girl friend let a fellow they didn't know very well drive them downtown yesterday, and they nearly had a smashup."

"Sue Eberly!" Mrs. Harrison exclaimed. "But this is serious! I wonder—"

### Fundamental Questions and Problems

1. Is the problem of Richard and his agefellows as serious as Mrs. Harrison thinks? Why?

2. Is anything involved besides recreation? What will be the ultimate effect on community culture if the cultural activities of youth are curtailed or eliminated by the war?

3. How important is the factor of safety? To what extent is safety involved in the problem? What kinds of safety are threatened by it?

4. What can the parent-teacher association do to provide suitable recreation, not only for service men but for the boys and girls of the "forgotten age"? What is your own association doing to maintain community cultural activities at a high level and to insure community safety?

### True or False

1. Wholesome recreation and cultural activities are needed quite as much by boys and girls in the middle adolescent years as by the men in the armed forces.

2. In a time of war, the provisions ordinarily made for young people can be expected to go by the board. There is nothing we can do about it.

3. The problem of safety is very deeply involved in the problem of inadequate recreational and cultural facilities.

### Reading References

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## Contributors

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BONARO W. OVERSTREET, whose insight into the many and intricate problems involved in human relationships is always dependable, is an author in high and well-deserved esteem. Her ideas for the improvement of society and the world are gaining an ever wider and more appreciative audience through her books, articles, and addresses, each of which is unique in its field.

CHARL O. WILLIAMS, National Congress chairman of School Education, is also director of field service for the National Education Association. Her contributions to educational understanding and academic progress are distinguished. Miss Williams has done much to create a vigorous public opinion in favor of the professionalization of teaching.

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MAY LAMBERTON BECKER, children's book editor of the NEW YORK HERALD-TRIBUNE, periodically shares with readers of the *National Parent-Teacher* the wealth of literary treasure that accumulates on her desk. Lately her contributions have been further enriched by the wartime experiences of her daughter, Beatrice Warde of London, England.

A. L. CRABB is professor of education at Peabody College and editor of the PEABODY JOURNAL. To his work as educator Dr. Crabb has added major achievements in literature. His tales of Old Plum Springs, a Kentucky country community of the sort that everybody likes to remember, have long since won him the acclaim of all faithful readers of the *National Parent-Teacher*.

The following parent-teacher leaders are responsible for this month's "P. T. A. Frontiers": Mrs. Holsey C. Johnson, President, Montana Congress; Mrs. John A. Wadlin, Former President, Oklahoma Congress; and Mrs. E. T. Hale, President, California Congress, and Mrs. O. T. Illerich, President, Third District.